

MOSES'
PHONIC
READERS

FIRST READER

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MOSES' PHONIC READERS.

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A SERIES OF

SCHOOL READERS FOR TEACHING THE ENGLISH
LANGUAGE BY SOUND.

FIRST READER

WITH 4,000 WORDS FOR SPELLING BY SOUND.

39,598

BY

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"The laut or sound method is a perfectly natural method, and ought to be introduced into our schools. It is not the fault of Sir James Kay Shuttleworth that the revised code has so long pursued its disastrous course, ignoring or repudiating every principle of true education."—JOSEPH PAYNE.

RALEIGH, N. C.:

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PREFACE.

This series of school books is based upon the principle that children may be taught to spell and read by sound thousands of English words as easily as words are taught in German schools. The method has long been followed in schools under the author's supervision and in the direction of the education of his children at home.

The present irrational mode of spelling some English words and the unscientific methods often employed in teaching all our words have frequently proven an insuperable barrier against the acquisition of a knowledge of the art of reading by a large class of children who have not been able to go to school long enough to learn how to read with sufficient ease and fluency to gain a love of literature before they must leave school to engage in the fierce struggle of bread-winning. To change irrational spelling is beyond our power, but to pursue a scientific mode of teaching reading is open to all teachers.

The phonic method of teaching children to read the many regular words in our language should not be ignored because, in a comparatively small number of our words, "there has been a departure from the unitary sounds of the vowels." There are irregularities in some German words, but because of this fact no teacher would think of returning to such irrational devices as "the word method," "the sentence method," or "the alphabetic method" in Prussia, where the *sounds* of the letters of the printed words have been universally used in teaching reading for about three-quarters of a century.

The word language itself shows that it was to be learned primarily through the tongue by an appeal to the ear and not to the eye.

By the use of the sound method, a child learns to read through his own efforts, and thus, by becoming a discoverer, is allowed to gain the mental power that follows such a course, and is not deprived of the genuine pleasure to which he is justly entitled. Again, by the use of the phonic method, letters are used for the identical purpose for which they were invented—"to represent a sound or an element of speech,"

A printed word should not be presented as the sign of an idea. A child should be so taught that the letters of a printed word will suggest to him certain elementary sounds of human speech; these sounds will suggest a certain spoken word, which in turn will suggest the thing. This view, it is believed, is in entire accord with the doctrine which must eventually prevail in all our schools that "the genesis of knowledge in the individual must follow the genesis of knowledge in the race."

HOW TO LEARN THE SOUNDS.

Teachers and parents who have never been drilled in the elementary sounds will find it an easy task of less than half an hour to learn to utter them all, with a fair degree of accuracy, without the aid of an instructor. The sounds are forty-one in number, and are divided for convenience as follows:

I. THE VOWEL SOUNDS—17 IN NUMBER.

1. The long sounds: *ā, ē, ī, ō, ū.*
2. The short sounds: *ă, ě, ĭ, ȳ, ŭ.*
3. The *â* sound: Give the vowel sound heard in the word *farm*.
4. The *āw* sound: Give the vowel sound heard in word *ball*.
5. The *ē* sound: Give the vowel sound heard in the word *her*.
6. The *ô* sound: Give the vowel sound heard in the word *move*.
7. The *ōo* sound: Give the vowel sound heard in the word *good*.
8. The *ōw* sound: Give the vowel sound heard in the word *cow*.
9. The *ōy* sound: Give the vowel sound heard in the word *boy*.

II. THE CONSONANT SOUNDS—24 IN NUMBER

1. To speak the *b, d, j, k, p, t, v* and *z* sounds, say the first part of the names of each letter. In other words, start to speak the names, but do not utter the vowel sound which is united with the true sound of the consonants to make the names of these letters.
2. To speak the *f, l, m, n* and *s* sounds, speak the names of these letters very slowly, and observe the sound which follows the vowel sound to form the names of the letters.
3. To obtain the *g* sound, speak the first part of the word *go*.
4. To obtain the *h* sound, speak the first part of the word *ho*. This is merely a hard breathing.

5. To obtain the *r* sound, speak the first part of the word *ray*.
6. To obtain the *w* sound, speak the first part of the word *we*.
7. To obtain the *y* sound, speak the first part of the word *ye*.
8. To obtain the *ch* sound, speak the first part of the word *chew*.
9. To obtain the *sh* sound, speak the first part of the word *she*.
10. To obtain the *th* sound (flat), speak the first part of the word *thou*.
11. To obtain the *th* sound (sharp), speak the first part of the word *thin*.
12. To obtain the *ng* sound, speak the last part of the word *ring*.
13. To obtain the *zh* sound, speak the sound represented by the letter *z* in the word *azure*. This is not often found in short words.

A mirror will be helpful in enabling one to observe the proper position of the tongue in uttering the various elementary sounds. A conference with any competent stenographer will prove of interest.

Teachers are urged not to teach children any of the symbols for sounds until they are reached in due order in the spelling lessons.

THE SELECTION OF WORDS.

The first lists of words for spelling and reading contain only monosyllables, which Bulwer declared to be the foundation of language. The words have been selected with great care, with a view primarily to present such English words as can be taught through the ear. Some of these words, though not heard in the vocabulary of many children, may be met with by ambitious children early in their reading. They will also afford the teacher an opportunity to enlarge constantly the vocabulary of the children. Some teachers will doubtless be of opinion that it is useless to teach young children how to spell or read certain words included in the lists. Such words may easily be omitted. It was thought better to make the lists too large than too small.

PRONUNCIATION.

The authority for pronunciation is *Stormonth's English Dictionary*. The language can be learned much more quickly by following this work than by following any American dictionary with which the author is acquainted. Besides, lexicographers on the other side of the Atlantic have much better facilities for hearing and reporting English speech than those who live in a colder country than England and in a land where English speech is an exotic. An unabridged

Stormonth's Dictionary can be purchased from any book-seller for one dollar and seventy-five cents—a price that puts it within the reach of every teacher. A dictionary, however, is not essential, as the true pronunciation of all words used may be found in this book.

OMISSION OF DIACRITICAL MARKS.

The plan of the work contemplates the teaching of the words of the language by sound, without the use of diacritical marks. These are unnecessary, and should not be resorted to, under any circumstances, in teaching little children.

A COMPARISON OF RESULTS.

By the use of various methods ordinarily used, children often spend their first year at school on a first reader containing but a few hundred words. By following out the course here laid down, children of fair ability who are regular in attendance can be taught to read and spell the first year of school from three thousand to four thousand words.

THE TEXT.

In the selection of reading matter, we have been guided largely by these wise observations in *Rosenkranz' Philosophy of Education*: "The proper classical works for youth are those which nations have produced in the childhood of their culture. . . . There may be produced out of the simplest and *naïvest* phases of different epochs of culture of one and the same people stories which answer to the imagination of children, and represent to them the characteristic features of the past of their people." We have long been of the opinion that there is nothing in our language in which children take so deep an interest as the Mother Goose Melodies. We have, therefore, given these simple songs a large portion of the space in this little book reserved for sentence reading.

THE PURPOSE OF THIS BOOK.

Attempts which the author made for years to teach reading by the phonic method, using text-books with words chosen apparently with little or no regard to phonic elements, were not altogether satisfactory, though the results were much better than had been secured

through the use of any other method. At length, he became satisfied that the language could not be taught by sound with the best results so long as in the early reading lessons such literal monstrosities were found as *one, once, two, four, who, buy, does, door, broad, any, and busy*. To gather material for making the teaching of English words by sound as fruitful as possible, he was forced to prepare, for the use of teachers and pupils in his own schools, at the expense of much time and labor, long lists of words arranged strictly according to sound. This book is the outcome of these labors.

The reading of sentences should be postponed for a few months after the child enters school, because, when he begins reading sentences, he should be familiar enough with most of the words to fix his attention upon the meaning of what he reads, and not have his mind distracted by painful efforts to call the words.

Joseph Payne, the eminent English authority on education, declared a quarter of a century ago that the sound method had made little progress in England because of the lack of a proper book on the subject for the guidance of teachers. To make such a book has been the ambition of the author of this little work. It is his earnest desire to do something toward smoothing for the poorer classes of English speaking children—the rich have time enough before them—the rugged path that leads into the green fields of our noble English literature, of which they too are by birthright legal heirs. Whether he has met with any degree of success in his arduous undertaking, he leaves to the impartial judgment of his fellow-teachers.

PART I.

DRILL ON SOUNDS FOR THE CULTIVATION OF THE EAR.

SUGGESTIONS TO TEACHERS.

I. On the first day of school, ask the child the names of things in sight in the school-room. You will thus be enabled to establish familiarity between the school-room and the outside world, and to find out how well the child can speak his mother tongue.

Many children, at the age of six, speak very indistinctly. Some of them cannot even speak their own names correctly. *Smith* may be *Smif*; *Ethel*, *Effel*; *Robert*, *Wobbet*, etc. If you find that the child has not been taught at home to speak correctly, teach him to talk before you attempt to teach him anything else. As all literature is based upon speech, correct speaking should always precede any attempts at spelling or reading. A good building cannot stand upon a faulty foundation.

II. When the child has learned to speak common words correctly, spell out by sound the following words, and ask him of what words he is reminded by the sounds which you give. Do not write these words. They are for the ear only. Do not leave these words until the child can give instantly any one of the words which you have spelled out for him by sound. Give the consonants a slightly explosive sound, especially *l* and *r*.

Joe	pay	jee	saw	by	how
toe	day	be	paw	high	mow
beau	bay	she	law	shy	bow
no	say	we	raw	die	row
so	lay	fee	taw	dew	coo
mow	way	he	haw	few	do
hoe	may	key	caw	mew	chew
low	ray	knee	thaw	pew	joy
go	hay	see	pie	new	boy
row	gay	ye	lie	cow	toy
jay	he	jaw	my	now	Roy

III. Speak the words in the foregoing list as wholes, and require the child to separate them into their elementary sounds. In the list there are 28 of our 41 elementary sounds.

Especial attention should be paid to the position of the vocal organs. Show the child how each sound is made. Show that the b, p, and m sounds are made by simply moving the lips and expelling the breath, that the f sound is made by expelling the breath with the lips parted, and that the v sound is made by vocalising the breath with the lips in the same position as for the f sound. Show that in making the t, d, l, and n sounds the tip of the tongue is placed at the base of the upper teeth, and that the tongue must be thrust between the teeth to make the th sounds—sharp and flat. Let the child speak the ě, ĭ, ē sounds successively, and note how the tongue swings forward from the ě position to the ĭ position and still further forward for the ē position. Drill on the position of the vocal organs in forming the elementary characters is absolutely indispensable to secure the best results with all children except perhaps the few, comparatively, who have “quick ears.” It is folly to attempt to teach spelling or reading by any method to any child who cannot clearly distinguish between the ě and ĭ sounds, or between the ĭ and ā and ē sounds, or between the l and n sounds.

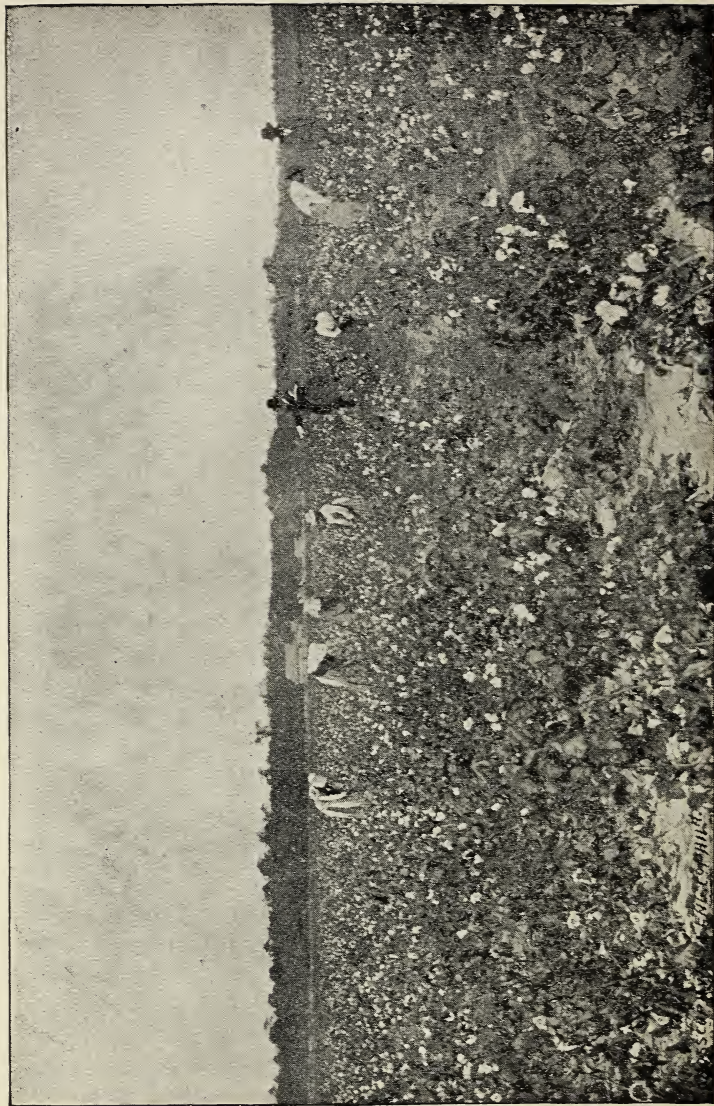
IV. Select from the list of words for spelling, on pages 11-14, a large number of words composed of three elementary sounds (as bat), separate these into their elementary sounds, and ask the child of what word the sounds remind him. If he has difficulty in determining the word, pronounce the first two sounds as one, and then give the last sound, *e. g.*, bǎ-t. Continue this work, day by day, until the child can give instantly any word of three sounds which you spell out by sound.

V. Speak many words composed of three elementary sounds as wholes, and require the child to separate them into their three elementary sounds. Do not permit him to separate them into two sounds, *e. g.*, b-ăt.

It will require about two weeks to accomplish the work outlined above with a child of fair ability. Some children can do the work in less time; some require more time. This work should be done thoroughly in every case. As soon as it has been accomplished, the child should be shown the symbols (letters) that stand for some of these sounds—thirteen in number. But under no circumstances, attempt to teach the symbols of sounds until the child is familiar with the sounds themselves.

The thirteen symbols of sounds (letters) which are now to be taught are the following:

B D F G H L M N P R S T, and A for the short sound of a. We advise the use of the Roman letters at first, because they are much plainer than the small printed letters or the script, and were used long before the small letters or the script letters, which were fashioned after the small letters. As they were used by Virgil, Horace, and Cæsar, they can be used by little children for a few months without sacrifice of dignity. The children like them much better than any other letters. Every one who has studied little children during their first attempts at reading knows their partiality for "big letters." But after all, the sort of characters which the teacher chooses to use to represent sounds may well be left to her own discretion. These thirteen symbols are difficult to teach—the most difficult task demanded—because there is no real connection between a letter and the sound which it represents. We have found that all children easily associate a letter with the name of a person, *e. g.*, S readily recalls Sam, after the child has been told to think of Sam at sight of S. The connection between the spoken word Sam and the sound represented by S is close enough to enable the child soon to give the proper sound at sight of the letter. If some child's name is given for each letter, the sounds which these thirteen letters represent may be learned in a period of time varying from a few days to several weeks. The teacher is urged not to leave this work with any child until he can readily give the sound at sight of each one of the thirteen letters and *vice versa*. When he can do this, he is ready to begin to print or write words at the teacher's dictation after having separated the words into their elementary sounds. This process is called SPELLING, and *should precede reading*. The first word ever written by man was first separated into its sounds, and the characters for each sound were then slowly written. It is impossible to account for the existence of written words with arbitrary characters for elementary sounds by any other hypothesis. Later, at sight of the characters, men uttered the elementary sounds which the characters were invented to represent, and were thus able to read that which had been written. A child in school should be taught to read every printed word he meets, which is regular, in precisely the same way.



PICKING COTTON.

PART II.

SPELLING.

All the words that follow are to be printed or written by the child before he shall have seen any one of them. All the instruction which he will need to enable him to write them, if they are pronounced correctly, will appear at the head of each section. This information the teacher is expected to give to the pupil. When the thirteen characters B D F G H L M N P R S T and A (short sound) shall have been mastered, let the teacher send a child or a class to the blackboard, pronounce the first word in the list (bat) distinctly as a whole, and give a sentence or phrase containing it. Let the teacher be sure that the children understand the word and its meaning. Then require them in concert to repeat the word and separate it into its elementary sounds. Then let each child print or write upon the blackboard the proper character for each sound. If they have much difficulty, the teacher would do well, *at first*, to dictate each sound separately, b (sound) ă (sound) t (sound), requiring the children to write the proper character for each sound as it is dictated. But if this latter course is adopted, *it should not be followed longer than a few days*, after which time the teacher should merely dictate the whole word with explanation of meaning, require the pupils themselves to separate it into its sounds, and write the proper character for each sound. Do not encourage the pupils to "study" these words. They are to be spelled by reliance on the ear—not the eye. The author hopes that the small type in which they are printed will be an effectual barrier against the conning over of the words by the children. Review daily the characters for the vowel sounds.

I. Words with the b, d, f, g, h, l, m, n, p, r, s, t and ă Sounds.

bat	pat	map	Dan	pan	bag	lag	tag	mad	ham	dab
fat	rat	nap	fan	ran	fag	Mag	bad	pad	ram	nab
hat	sat	rap	man	tan	gag	nag	had	sad	Sam	Rab
mat	gap	sap	Nan	an	hag	sag	lad	dam	am	Tab
Nat	lap	tap								

II. Show the character O for the ð Sound.

dot	not	tot	pop	hod	sod	mob	dog	log	or	doll*
got	pot	fop	sop	nod	Bob	rob	fog	for	Tom	Moll
hot	rot	hop	top	pod	fob	sob	hog	nor	on	Poll
lot	sot	mot	God	rod						

* Tell the child to write // for the / sound at the end of words.

III. Show the character U for the ŭ Sound.

bug	mug	bum	rum	gun	sup	hut	tut	rub	hull	bud
dug	pug	gum	sum	run	up	nut	dub	tub	gull	mud
hug	rug	hum	bun	sun	but	rut	hub	dull	mull	us
lug	tug	mum	fun	pup						

IV. Show the character E for the ě Sound.

bet	met	set	led	Ben	men	beg	peg	bell	fell	sell
get	net	bed	Ned	den	pen	leg	hem	dell	Nell	tell
let	pet	fed	red	hen	ten					

V. Show the character I for the ĭ Sound.

bit	sit	tin	lip	big	rig	lid	rim	nib	fill	pill
fit	it	sin	nip	dig	bid	rid	Tim	rib	gill	rill
hit	din	in	rip	fig	did	dim	bib	if	hill	sill
lit	fin	dip	sip	gig	hid	him	fib	bill	mill	till
pit	pin	hip	tip	pig						

VI. Show the characters OO for the ô Sound.

boom	room	loop	noon	boot	root	hoof	too	woo	food	poor
loom	hoop	moon	soon	hoot	toot	roof				

VII. Show the characters OO for the ȯ Sound.

good hood foot soot

VIII. Tell the child that the aŵ Sound is represented by A before the letter L.

ball fall gall hall tall all

IX. Tell the child that the k Sound at the beginning of words is represented by the letter C.

cab	cub	cot	cap	cod	cog	coo	coon	coop	coot	call
cob	cat	cut	cup	cud						

X. Tell the child that the *k* Sound at the end of words is represented by the two letters CK.

back pack tack Nick tick luck tuck lock rock beck neck
hack rack Dick pick buck Puck dock mock sock deck peck
lack sack lick sick duck suck

XI. Tell the child that the *ks* Sound at the end of words is represented by the three letters CKS.

backs packs tacks necks ducks tucks picks ticks locks rocks
hacks racks becks pecks sucks licks ricks docks mocks socks
lacks sacks decks bucks

XII. Show the characters OY for the *ōy* Sound.

boy Roy toy

XIII. Show the characters OU for the *ōw* Sound.

out pout our sour loud

XIV. Tell the child that the *ī* Sound is represented by the letter I with E silent at the end.

dine mine hide tide time mire life sidle rifle file* pile
fine nine ride dime fire tire bite Bible pipe mile tile
line pine side lime hire fife idle title ripe

* Tell the child that the long sound is followed by one *l* only.

XV. Tell the child that the *ā* Sound is represented by the letter A with E silent at the end.

date mate dame same hare nape mane gale ale fable maple
fate pate fame tame mare tape pane male case gable fade
gate rate game bare pare ape sane pale base table made
hate ate lame care rare cane bale sale able ladle safe
late came name fare cape lane dale tale cable

XVI. Tell the child that the *ō* Sound is represented by the letter O with E silent at the end.

ore gore tore hone hope rope mole mote home ode bogle
bore more bone tone mope ope pole note nose rode robe
core pore cone cope pope hole sole dome rose ogle dose
fore sore

XVII. Show the characters EE for the ē Sound.

deed heed seed bee see feet beer peer peep beef seen
feed need reed fee beet meet deer deep

XVIII. Tell the child that the ū Sound is represented by the letter U with E silent at the end.

cube tube cure pure cute mute dune tune fume mule bugle

XIX. Tell the child that the é Sound is represented by the letter E.

her fern serf pert term

XX. Tell the child that the â Sound is represented by the letter A.

Words containing this sound are difficult to teach because very many young children fail to perceive any difference between the â Sound and the ǒ Sound.

bar far arm harm card lard cart part barn barb harp
car tar farm bard hard art dart tart darn carp

XXI. Show the character W for the w Sound.

web well win wick wide wife wine weep wore wee woof
wag will wet wicks weed wane wipe wire wall woo wood
wig wen wit wade

XXII. Show the character J for the j Sound.

jag jog jib Jack jam jut jade jole jee jar joy
jig jug job Jill jet jibe Jane

XXIII. Show the character Y for the y (cons.) Sound.

yam yell yes yet yard yarn yule

XXIV. Show the character V for the v Sound.

van vale vine cave lave rave wave hive live hove wove
vat vile veer gave pave save five dive cove rove Jove
vim vane vote

XXV. Show the characters CH for the ch Sound.

chat chop chum chide cheer charm chicks much leech couch
chit chub check chafe chase chart cheep such march pouch
chap chill chick chime char checks rich beech parch perch
chip chin chuck

XXVI. Show the characters SH for the sh Sound.

shad	shun	shade	shock	sheep	gash	mesh	hush
shed	shell	shame	shuck	share	hash	dish	mush
shag	ship	shine	sharp	shire	lash	fish	rush
shall	shop	sheet	shoot	shore	mash	wish	harsh
sham	shot	shote	shout	cash	rash	bosh	marsh
shin	shut	shave	shape	dash	sash	gush	

XXVII. Show the characters TH for the th Sound (flat).

the	then	that	thus	with	lathe	booth	thee
them	than	this	thou	bathe	lithe	mouth(v.)	thine

XXVIII. Show the characters TH for the th Sound (sharp).

thin thick thud moth pith teeth berth tooth mouth south

XXIX. Show the characters WH for the hw Sound.

whip whim whet whack whit whale while whine white which

XXX. Show the characters QU for the kw Sound.

quid quell quill quit quack quick queen queer quire quite quote

XXXI. Show the character S for the z Sound.

has	is	fuse	nose	chose	wise	cars	tars	coos	boys
his	fees	use	rose	those	vase	jars	chars	woos	toys
as	bees	hose	pose	rise	bars	mars	hers		

XXXII. Show the characters BL for the bl Sound. When the child spells the word by sound previous to writing it, let him give but three distinct sounds for blab (bl-ă-b), and require all words that follow to be spelled in the same way.

blab	blot	black	bleed	blithe	blare	blocks
bled	blush	blade	blame	bloom	block	

XXXIII. Show the characters CL for the cl Sound.

club	clef	click	clam	clip	close	cloud	cloth	clucks
clad	clog	clock	clan	clot	clave	clout	clacks	clocks
clod	clack	cluck	clap	clash	clove	cloy	clicks	clothe

XXXIV. Show the characters FL for the fl Sound.

fled flog flock flip flat flesh flame fleet fleer flocks
flag fleck flap flop flash flush flare flee flout

XXXV. Show the characters GL for the gl Sound.

glad glum glut globe glide glare gloom glib glen glee glade

XXXVI. Show the characters PL for the pl Sound.

plod pluck plan plat plash plane plucks
plug plum plus plot plush plate

XXXVII. Show the characters SL for the sl Sound.

slab slag slam slap slit slish slide slate slave
sled slack slim slip slot slosh slime sleet sloop
slid slick slum slop slash slush slope sleep slouch

XXXVIII. Show the characters BR for the br Sound.

brad brig bran brush breech bridle broom
bred brick brat bribe bride brave brood
brag brim brash breed brine broth bricks

XXXIX. Show the characters CR for the cr Sound.

crab crack cram crash crane creep croon cracks crone
crib crick crum crush crime crate crout crocks cradle
crag crock crop creed crape crave crouch

XL. Show the characters DR for the dr Sound.

drab drag drill drum drop drape drove
drub drug dram drip drone drive droop

XLI. Show the characters FR for the fr Sound.

Fred frock frog frill from fret fresh froth free frame frocks

XLII. Show the characters GR for the gr Sound.

grab grub grum grip grade grime grape grope greet grove
grog grim grin grit greed green gripe grate grave groom

XLIII. Show the characters PR for the pr Sound.

prig prod prate prime prone proof
prim prop pride probe prose proud

XLIV. Show the characters TR for the tr Sound.

tree	trick	troll	trap	trash	trape	troop	tracks	trucks
trod	truck	tram	trip	tribe	tripe	trout	tricks	trifle
track	trill	trim	trot	trade	trite	trees		

XLV. Show the characters SM for the sm Sound.

smut	smack	smell	smith	smite	smart	smooth
smug	smock	smash	smile	smote	small	smacks

XLVI. Show the characters SN for the sn Sound.

snob	snag	snack	snip	snare	snore	snacks
snub	snug	snap	snipe	sneer	snout	

XLVII. Show the Characters SP for the sp Sound.

sped	spill	spat	speed	spume	sperm	asp	clasp	crisp
speck	span	spit	spare	spite	spoon	gasp	grasp	wisp
spick	spin	spot	spire	speech	spout	hasp	lisp	whisp
spell	spun	spade	spine	spar	specks			

XLVIII. Show the characters ST for the st Sound.

stab	step	state	stout	best	chest	roost	just
stub	stop	stave	sticks	lest	quest	cost	crust
stag	stale	stove	stocks	nest	blest	lost	trust
stack	stile	star	stifle	pest	crest	frost	baste
stick	stole	start	stable	rest	fist	bust	haste
stock	stone	stall	staple	test	hist	dust	paste
stuck	steep	stern	cast	vest	list	gust	taste
still	stare	stoop	fast	jest	mist	must	waste
stem	steer	stood	last	west	whist	rust	chaste
stun	store						

XLIX. Show the characters SPL for the spl Sound. Let splash be spelled with three sounds—spl-ă-sh.

splash spleen split

L. Show the characters SPR for the spr Sound.

sprat spree sprig sprit sprite sprout

LI. Show the characters STR for the str Sound.

strap	strop	strode	strive	strife	struck	strut
strip	stride	stripe	strove	street	strum	

LII. Show the characters SQU for the skw Sound.

squib squill square squire

LIII. Show the characters SW for the sw Sound.

swam	swum	swig	swill	sweep	swoon	sweet	swine	swathe
swim	swag	swell	swop	swipe	swoop	swore	swish	

LIV. Show the characters TW for the tw Sound.

twig twin twill twist twit

LV. Show the characters THR for the thr Sound.

throb thrash thrush three throne thrive thrall thrum thresh thrust

LVI. Show the characters NG for the ng Sound. Do not permit pupils to give this elementary sound as if it were composed of two sounds. The spoken word bang is composed of but three sounds.

bang	tang	twang	thing	sting	long	throng	sung	stung
fang	clang	ding	cling	spring	song	bung	clung	sprung
hang	slang	ring	fling	string	thong	hung	flung	strung
pang	sprang	sing	sling	swing	prong	lung	slung	swung
rang	swang	wing	bring	gong	strong	rung		

LVII. Show the character MP for the mp Sound.

camp	champ	tramp	gimp	romp	hump	pump	clump	crump
damp	clamp	stamp	limp	bump	jump	chump	plump	trump
lamp	cramp	hemp	crimp	dump	lump	thump	slump	stump
tamp								

LVIII. Show the characters LT for the lt Sound.

halt	salt	felt	pelt	smelt	hilt	tilt	spilt
malt	belt	melt	welt	spelt	jilt	wilt	stilt

LIX. Show the characters LP, LD, LM for the lp, ld, lm Sounds.

help	yelp	whelp	gulp	pulp	bald	held	helm	elm
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LX. Show the characters PT for the pt Sound.

wept	slept	crept	swept	tipt	clipt	dript	whipt	apt
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LXI. Show the characters BS for the bz Sound.

cabs	slabs	stabs	fibs	cribs	fobs	robs	dubs	tubs	grubs
nabs	crabs	webs	jibs	squibs	jobs	sobs	hubs	clubs	snubs
blabs	grabs	bibs	ribs	cobs	mobs	cubs	rubs	drubs	barbs

LXII. Show the characters NS for the nz Sound.

caus	spans	tens	fin	chins	buns	suns	loons	swoons
fans	dens	wens	pins	spins	guns	shuns	moons	barns
pans	hens	glens	sins	shins	puns	stuns	croons	darns
tans	pens	bins	wins	twins	runs	coons	spoons	yarns
clans								

LXIII. Show the characters MS for the mz Sound.

hams	clams	hems	brims	chums	drums	charms	rooms
rams	slams	stems	trims	plums	arms	seems	blooms
yams	crams	dims	whims	slums	farms	booms	brooms
shams	drams	rims	hums	crums	harms	looms	

LXIV. Show the character DS for the dz Sound.

lads	weds	rids	Pods	duds	feeds	bleeds	broods
pads	sheds	gods	rods	suds	heeds	breeds	clouds
brads	sleds	hods	clods	hards	needs	creeds	goods
beds	lids	nods	buds	cards	weeds	steeds	woods

LXV. Show the characters GS for the gz Sound.

bags	nags	crag	legs	jigs	twigs	jogs	hugs	rugs
fags	rags	drags	pegs	pigs	bogs	logs	jugs	tugs
gags	tags	snags	dregs	rigs	cogs	clogs	lugs	plugs
hags	wags	stags	digs	wigs	dogs	flogs	mugs	slugs
jags	flags	swags	figs	sprigs	fogs	bugs	pugs	drugs
lags	brags	begs	gigs	swigs	hogs			

LXVI. Show the characters NT for the nt Sound.

pant	grant	dent	sent	spent	flint	splint	blunt	count
rant	shan't	lent	tent	hint	glint	squint	brunt	flout
chant	ant	pent	vent	lint	print	hunt	grunt	mount
plant	bent	rent	went	tint	stint	runt	stunt	

LXVII. Show the characters TS for the ts Sound.

bats	brats	frets	wits	dots	clots	smuts	beets	starts
cats	sprats	whets	chits	lots	trots	struts	sheets	pouts
hats	bets	bits	slits	pots	spots	boots	carts	routs
mats	gets	fits	grits	rots	cuts	hoots	darts	shouts
pats	lets	hits	spits	sots	huts	loots	parts	flouts
rats	nets	pits	splits	tots	ruts	roots	tarts	snouts
vats	pets	quits	twits	shots	shuts	toots	charts	spouts
chats	sets	sits	cots	blots	gluts	shoots	smarts	sprouts

LXVIII. Show the characters LS for the lz Sound.

cools fools pools tools spools stools

LXIX. Show the characters PS for the ps sound.

caps	chaps	steps	chips	trips	pops	drops	steeps	loops
gaps	claps	dips	ships	strips	tops	props	sweeps	sloops
laps	flaps	hips	clips	whips	chops	stops	harps	droops
maps	slaps	lips	slips	fops	shops	cups	sharps	troops
nap	traps	rips	snips	hops	flops	pups	coops	stoops
rap	snaps	sips	drips	lops	slops	weeps	hoops	swoops
taps	straps	tips	grips	mops	crops	sleeps		

LXX. Show the characters NGS for the ngz Sound.

bangs	pangs	rings	things	slings	springs	gongs	prongs
fangs	clangs	sings	clings	brings	strings	songs	bungs
hangs	twangs	wings	flings	stings	swings	tongs	lungs

LXXI. Show the characters ND for the nd Sound.

band	bland	strand	mend	vend	bond	found	round
hand	brand	and	rend	blend	pond	hound	wound
land	grand	bend	send	spend	wind	mound	ground
sand	stand	lend	tend	end	bound	pound	

LXXII. Show the characters NDS for the ndz Sound.

bands	brands	lends	sends	blends	bonds	bounds	pounds
hands	stands	mends	tends	spends	ponds	hounds	rounds
lands	strands	rends	vends	ends	winds	mounds	grounds
sands	bends						

LXXIII. Show the characters MPS for the mps Sound.

camp^s clamp^s stamp^s romp^s hump^s clump^s chump^s trump^s
lamp^s cramp^s limp^s bump^s lump^s thump^s slump^s stump^s
champ^s tramp^s crimp^s dump^s pump^s

LXXIV. Show the characters FT for the ft Sound.

haft draft left cleft lift sift drift swift loft croft
craft graft theft gift rift shift thrift oft soft tuft

LXXV. Show the characters FTS for the fts Sound.

hafts crafts drafts grafts gifts lifts rifts sifts shifts drifts lofts tufts

LXXVI. Show the characters SPS for the sps Sound.

gasps hasps clasps grasps lisps wisps whisps

LXXVII. Show the characters STS for the sts Sound.

cast ^s	nest ^s	test ^s	chest ^s	hist ^s	cost ^s	gust ^s	trust ^s
fast ^s	pest ^s	vest ^s	crest ^s	list ^s	frost ^s	rust ^s	roost ^s
last ^s	rest ^s	jest ^s	fist ^s	mist ^s	bust ^s	crust ^s	

PART III.

READING.

After the child shall have written from dictation the words in Part II.—SPELLING—he is ready to begin a process the reverse of spelling, *i. e.*, to give at sight of letters the sounds which the letters represent, and then speak the word which these sounds call to his mind—a process called READING.

The following characters, representing certain elementary sounds, are for drill until the child can give instantly the sound which the letters represent. Let the child give the short sounds for the vowels and the hard sounds for *c* and *g*.

a	e	i	o	u	d	t	s	b
m	p	f	v	w	c	g	j	k
l	n	r	h	z	y	ch	sh	th (flat)

The following characters representing two or three consonantal sounds that coalesce are for drill until the child can instantly speak the sounds as wholes:

bl	cl	fl	gl	pl	sl	spl				
br	cr	fr	gr	pr	dr	tr	scr	spr	str	thr
sc	sk	sm	sn	sp	st	sw	tw	wh	qu	x (ks)

The following letters, representing parts of words, are for drill until the child can give the sounds as wholes. Let the regular short sound be given to each vowel. Teachers who may be averse to using these exercises can omit them, but the author heartily agrees with Hoole in insisting upon their great value:

ba	be	bi	bo	bu	fla	fle	fli	flo	flu
ca	—	—	co	cu	gla	gle	gli	glo	glu
da	de	di	do	du	pla	ple	pli	plo	plu
fa	fe	fi	fo	fu	sla	sle	sli	slo	slu
ga	—	—	go	gu	bra	bre	bri	bro	bru
ha	he	hi	ho	hu	cra	cre	cri	cro	cru
ja	je	ji	jo	ju	dra	dre	dri	dro	dru
la	le	li	lo	lu	fra	fre	fri	fro	fru
ma	me	mi	mo	mu	gra	gre	gri	gro	gru
na	ne	ni	no	nu	pra	pre	pri	pro	pru
pa	pe	pi	po	pu	tra	tre	tri	tro	tru
ra	re	ri	ro	ru	sma	sme	smi	smo	smu
sa	se	si	so	su	sna	sne	sni	sno	snu
ta	te	ti	to	tu	spa	spe	spi	spo	spu
va	ve	vi	vo	vu	sta	ste	sti	sto	stu
wa	we	wi	—	—	swa	swe	swi	swo	swu
ya	ye	—	—	—	spla	sple	spli	splo	splu
cha	che	chi	cho	chu	spra	—	spri	—	spru
sha	she	shi	sho	shu	stra	stre	stri	stro	stru
tha	the	thi	tho	thu	thra	thre	thri	thro	thru
qua	que	qui	—	—	sca	—	—	sco	scu
bla	ble	bli	blo	blu	ska	ske	ski	—	sku
cla	cle	cli	clo	clu	scra	scre	scri	scro	scru

Let the pupil spell out by sound each of the following words.
Give the short Sounds to the vowels unless otherwise directed:

at	clap	hag	sad	Rab	slant	gasp
bat	flap	lag	clad	Tab	grant	hasp
cat	slap	Mag	glad	blab	scant	clasp
fat	scrap	nag	brad	slab	camp	bask
hat	strap	rag	am	crab	damp	cask
mat	trap	sag	dam	drab	lamp	flask
Nat	snap	tag	ham	grab	clamp	fact
pat	an	wag	jam	scab	cramp	tract
rat	can	flag	ram	stab	tramp	craft
sat	Dan	slag	Sam	and	stamp	haft
vat	fan	brag	yam	band	as	draft
slat	man	crag	clam	hand	has	graft
brat	Nan	drag	slam	land	ax	gas
spat	pan	snag	cram	sand	Max	spasm
cap	ran	stag	dram	bland	tax	bats
gap	tan	swag	tram	brand	wax	cats
lap	clan	bad	swam	grand	flax	hats
map	bran	fad	cab	stand	hast	mats
nap	span	had	dab	ant	cast	pats
rap	bag	lad	gab	pant	fast	rats
sap	fag	mad	Mab	rant	last	vats
tap	gag	pad	nab	plant	blast	slats

chats	gags	slams	grants	cot	log	slop
brats	hags	crams	camp	dot	clog	crop
caps	lags	drams	lamps	got	flog	drop
gaps	nags	cabs	clamps	hot	frog	prop
laps	rags	dabs	tramps	lot	grog	stop
maps	sags	nabs	stamps	not	cod	swop
nap	tag	blab	cast	pot	God	Tom
rap	wag	slab	last	rot	hod	from
tap	flag	crab	blast	sot	nod	or
clap	brag	grab	bask	tot	pod	for
flap	crag	scab	cask	blot	rod	nor
slap	drag	stab	flask	clot	sod	bob
scrap	snag	band	gasp	plot	clod	cob
strap	stag	hand	hasp	slot	plod	fob
trap	swag	land	clasp	trot	trod	job
snap	lad	sand	act	Scot	fop	mob
cans	pad	brand	fact	spot	hop	rob
fans	brad	stand	tract	bog	lop	doll
pans	dams	ants	craft	cog	mop	loll
tans	hams	pants	haft	dog	pop	Moll
clans	rams	rants	draft	fog	sop	Poll
bags	yams	plants	graft	hog	top	horn
fags	clams	slants	spasm	jog	flop	morn

loft	tots	plods	bit	twin	gill	prim
soft	blots	fops	fit	skin	hill	scrim
on	clots	hops	hit	spin	Jill	trim
ox	plots	lops	kit	dip	kill	skim
box	slots	mops	pit	hip	mill	swim
fox	trots	pops	sit	Jip	pill	big
romp	Scots	sops	tit	lip	rill	dig
cost	spots	tops	wit	nip	sill	fig
lost	bogs	flops	flit	rip	till	gig
frost	cogs	slops	slit	sip	will	jig
sort	dogs	crops	grit	tip	drill	pig
snort	fogs	drops	spit	clip	frill	rig
cork	hogs	props	twit	flip	trill	wig
fork	jogs	stops	in	slip	spill	brig
stork	logs	swops	bin	drip	still	prig
bond	clogs	costs	din	grip	swill	sprig
pond	flogs	frosts	fin	strip	dim	twig
blond	frogs	corks	kin	trip	him	swig
cots	hods	forks	pin	skip	rim	bid
dots	nods	storks	sin	snip	Tim	did
lots	pod	bonds	tin	ill	slim	hid
pots	rods	ponds	win	bill	brim	kid
rots	clods	it	grin	fill	grim	lid

rid	milk	strict	spins	rills	prigs	tints
slid	silk	lisp	dips	sills	sprigs	prints
bib	hilt	crisp	hips	tills	twigs	stints
fib	gilt	wisp	lips	drills	swigs	fists
jib	jilt	bits	nips	frills	bids	lists
nib	tilt	fits	rips	trills	kids	twists
rib	spilt	hits	sips	spills	lids	lisps
glib	stilt	kits	tips	stills	rids	wisps
crib	risk	pits	clips	swills	bibs	bet
if	frisk	sits	flips	dims	fibs	get
gift	hint	wits	slips	rim	jibs	let
lift	lint	flits	drips	brims	nibs	met
rift	mint	grits	grips	trims	ribs	net
sift	tint	spits	strips	skims	cribs	pet
drift	flint	bins	trips	swims	gifts	set
swift	print	dins	skips	digs	lifts	wet
wind	stint	fins	snips	figs	rifts	yet
limp	fist	pins	bills	gigs	sifts	fret
crimp	hist	sins	fills	jigs	drifts	bed
is	list	wins	gills	pigs	winds	fed
his	mist	grins	hills	rigs	milks	led
fix	grist	twins	mills	wigs	silks	Ned
mix	twist	skins	pill	brigs	hints	red

Ted	spend	pelt	left	sets	dells	dug
bled	bent	smelt	cleft	frets	sells	hug
fled	dent	beg	web	beds	tells	jug
bred	lent	keg	held	dens	wells	lug
Fred	rent	leg	weld	fens	yells	mug
sped	sent	peg	step	hens	smells	pug
Ben	tent	best	elm	pens	spells	rug
den	went	jest	helm	tens	swells	tug
fen	spent	lest	hem	wens	belts	plug
hen	bell	nest	stem	glens	melts	drug
men	dell	pest	elf	ends	pelts	snug
pen	fell	rest	self	bends	begs	bum
ten	Nell	test	help	lends	kegs	gum
wen	sell	vest	yelp	mends	legs	hum
glen	tell	west	next	rends	pegs	mum
end	well	blest	text	sends	jests	rum
bend	yell	crest	hemp	tends	nets	glum
lend	smell	wept	desk	blends	pests	plum
mend	spell	slept	bets	spends	rests	slum
rend	swell	crept	gets	dents	tests	drum
send	belt	stept	lets	rents	vests	grum
tend	felt	swept	nets	tents	crests	scum
blend	melt	yes	pets	bells	bug	swum

but	up	drub	gull	rugs	pups	humps
cut	cup	grub	hull	tugs	sups	jumps
hut	pup	scrub	mull	plugs	cubs	lumps
nut	sup	snub	skull	drugs	dubs	pumps
rut	bump	stub	gulp	hums	hubs	clumps
tut	dump	hunt	pulp	plums	rubs	stumps
strut	hump	blunt	bulk	slums	tubs	trumps
smut	jump	grunt	hulk	cuts	clubs	hunts
bud	lump	stunt	sulk	huts	drubs	grunts
cud	pump	bust	skulk	nuts	grubs	stunts
mud	clump	dust	dusk	ruts	scrubs	busts
bun	plump	gust	husk	struts	snubs	gusts
dun	slump	must	musk	buns	stubs	rusts
fun	stump	rust	tusk	guns	culls	crusts
gun	trump	crust	bugs	nuns	dulls	trusts
nun	cub	trust	hugs	puns	gulls	hulks
pun	dub	us	jugs	runs	hulls	sulks
run	hub	tuft	lugs	suns	skulls	skulks
sun	rub	cull	mugs	stuns	bumps	husks
spun	tub	dull	pugs	cups	dumps	tusks
stun	club					

SS for the S Sound.

Tell the child that ss at the end of words do not stand for two Sounds, but for one s Sound. Then let him spell out by Sound these words:

bass	grass	creSS	hiSS	SwiSS	toSS	dross
class	Bess	dress	kiss	boss	gloss	buss
glass	mess	press	bliss	loss	cross	fuss
brass	bleSS	treSS	miSS			

FF for the F Sound.

Tell the child that ff at the end of words stand for one f Sound. Then let him spell out by Sound these words:

tiff	doff	cuff	muff	bluff	scruff
skiff	scoff	huff	puff	fluff	snuff
stiff	buff	luff	ruff	scuff	stuff
off					

CK for the K sound.

Remind the child that c and k do not stand for two Sounds, but for one k sound. Then let him spell out by Sound these words:

back	black	stack	Dick	slick	luck	struck
hack	clack	beck	lick	brick	tuck	truck
lack	slack	deck	pick	crick	Puck	backs
pack	crack	neck	sick	trick	suck	hacks
rack	track	peck	tick	stick	cluck	lacks
sack	smack	fleck	wick	buck	pluck	packs
tack	snack	speck	click	duck	stuck	racks

sacks	tracks	decks	licks	bricks	ducks
tacks	smacks	necks	picks	cricks	sucks
blacks	snacks	pecks	ticks	tricks	clucks
clacks	stacks	flecks	wicks	sticks	plucks
slacks	becks	specks	clicks	bucks	trucks
cracks					

NG for the ng Sound.

Remind the child that n and g do not stand for two Sounds, but for one sound—ng. Then let him spell out by Sound these words:

bang	sprang	fling	song	slung	clangs	springs
fang	twang	sling	prong	sprung	kings	strings
hang	ding	bring	strong	strung	rings	stings
pang	king	spring	bung	stung	sings	swings
rang	ring	string	hung	swung	wings	gongs
sang	sing	sting	lung	bangs	clings	songs
tang	ting	swing	rung	fangs	flings	prongs
clang	wing	gong	sung	hangs	slings	bungs
slang	cling	long	flung	pangs	brings	lungs

NK for the ngk Sound.

Tell the child that n before k does not stand for the n Sound, but for the ng Sound. Then let him spell out by sound these words:

bank	rank	blank	drank	spank	link	rink
hank	sank	flank	frank	ink	mink	sink
lank	tank	crank	prank	kink	pink	wink

blink	junk	hanks	pranks	pinks	slinks
clink	sunk	ranks	spanks	rinks	drinks
slink	slunk	tanks	inks	sinks	prinks
brink	trunk	blanks	kinks	winks	bunks
drink	spunk	flanks	links	blinks	junks
prink	banks	cranks	minks	clinks	trunks
bunk					

CH

Remind the child that c and h do not stand for the two Sounds, c, h, but for one Sound—ch. Then let him spell out by Sound these words:

chaff	chap	chess	chick	chink	chuck	much
champ	chat	chest	chill	chip	chuff	such
chant	check	chit	chin	chop	rich	

TCH

Tell the child that t before ch does not stand for any Sound. Then let him spell out by sound these words:

batch	patch	stretch	pitch	twitch	Dutch
catch	scratch	sketch	flitch	botch	hutch
hatch	snatch	ditch	stitch	blotch	clutch
latch	fetch	hitch	switch	Scotch	crutch
match					

SH

Remind the child that s and h do not stand for two Sounds, s, h, but for one Sound—sh. Then let him spell out by Sound these words:

shad shot dash splash flesh bosh blush
 sham shift gash slash fresh slosh flush
 shed ship hash brash dish gush plush
 shell shuck mash crash fish hush slush
 shelf shun rash trash wish mush brush
 shod shut clash smash swish rush crush
 shop cash flash mesh

TH

Remind the child that t and h do not stand for two Sounds, t, h, but often for the th Sound (flat). Then let him spell out by Sound these words:

than this that thus the with them then

WH

Remind the child that w and h do not stand for the two Sounds, w, h, but for the hw Sound. Then let him spell out by Sound these words:

whack which whet whist when whim whip

I in Words Ending in E.

Remind the child that i in words ending in e does not stand for the ī Sound, but for the ī Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words:

dine mine vine thine whine ride wide
 fine nine wine brine bide side chide
 line pine shine swine hide tide glide

slide	vile	quite	stripe	tire	lime	hive
bride	wile	sprite	tripe	wire	time	live
pride	smile	smite	snipe	spire	chime	drive
bile	stile	spite	swipe	fife	slime	strive
file	while	white	fire	life	crime	rise
mile	bite	pipe	hire	wife	prime	wise
Nile	kite	ripe	mire	strife	dive	bribe
pile	mite	wipe	quire	dime	five	tribe
tile						

A in Words Ending in E.

Remind the child that a in words ending in e does not stand for the ã Sound, but for the ā Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words.

ate	grate	shave	shape	share	same	blade
date	prate	slave	crape	flare	tame	glade
fate	skate	brave	drape	snare	shame	grade
gate	Kate	crave	grape	spare	blame	trade
hate	state	grave	bare	stare	flame	spade
late	cave	stave	dare	came	frame	cane
mate	gave	ape	fare	dame	fade	Jane
rate	pave	cape	hare	fame	jade	lane
plate	rave	gape	mare	game	made	mane
slate	save	nape	pare	lame	wade	pane
crate	wave	tape	rare	name	shade	vane

plane	dale	sale	whale	taste	case
crane	gale	tale	baste	waste	chase
ale	male	vale	haste	chaste	safe
bale	pale	stale	paste	base	

O in Words Ending in E.

Remind the child that o in words ending in e does not stand for the ō Sound, but for the ô Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words:

ore	snore	drone	grobe	mole	those	dose
bore	store	prone	mote	pole	close	close
core	swore	stone	note	sole	prose	robe
fore	bone	throne	quote	stole	cove	globe
gore	cone	hope	vote	hose	hove	probe
more	hone	mope	shote	nose	wove	ode
sore	lone	pope	smote	pose	clove	rode
tore	tone	rope	hole	rose	grove	dome
wore	crone	slope	jole	chose	stove	home
shore						

U in Words Ending in E.

Remind the child that u in words ending in e does not stand for the ũ Sound, but for the û Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words:

cure	cube	cute	use	mule	cue	hue
pure	tube	mute	fuse	tune	due	

A Before R.

Tell the child that a before r does not usually stand for the ă Sound, but for the â sound. Then let him spell out by Sound these words:

bar	bark	part	darn	march	stars	carts
car	dark	tart	yarn	parch	arms	darts
jar	hark	chart	arm	starch	farms	parts
far	lark	smart	farm	harsh	harms	tarts
tar	mark	start	harm	marsh	charms	charts
scar	park	card	charm	bars	cards	smarts
spar	stark	hard	carp	cars	yards	starts
star	cart	lard	harp	jars	barns	barb
char	dart	yard	sharp	scars	darns	barbs
ark	mart	barn	arch	spars	yarns	

A Before L.

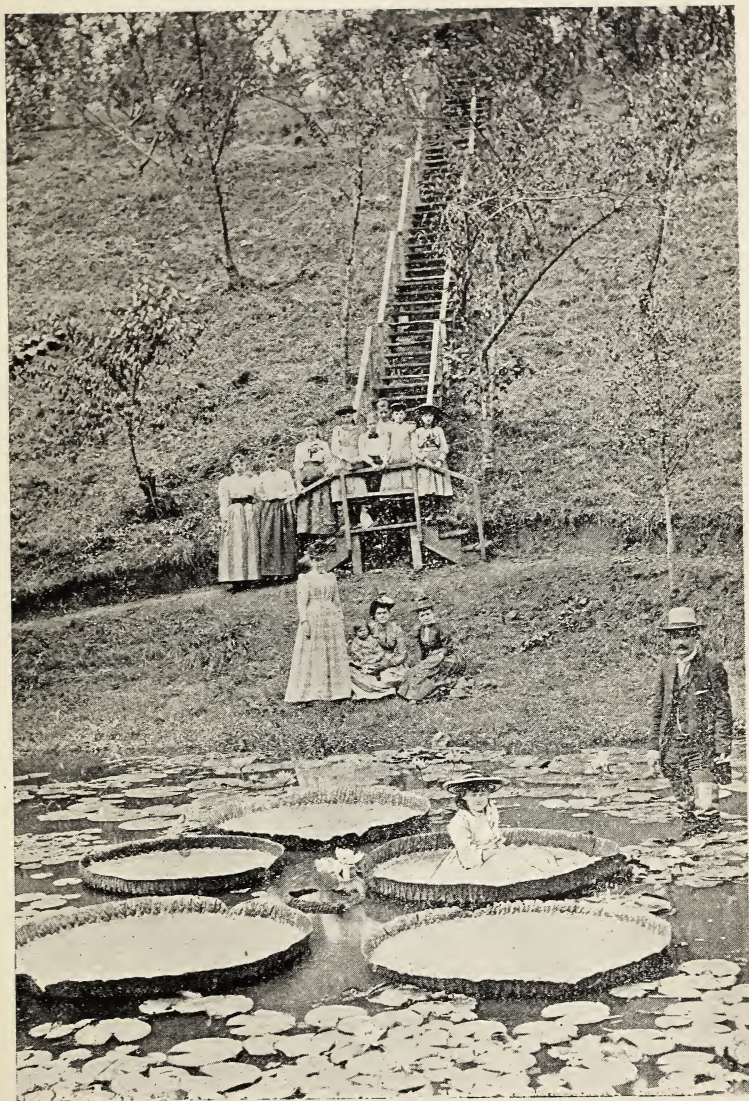
Tell the child that a before l does not usually stand for the ă Sound, but for the ăw Sound. Then let him spell out by Sound these words:

all	call	wall	fall	squall	halt	salt	scald
ball	tall	small	hall	stall	malt	bald	

E Before R.

Tell the child that e before r does not usually stand for the ě Sound, but for the é Sound. Then let him spell out by Sound these words:

her	fern	pert	sperm	perch	herd	jerks	herds
hers	stern	term	jerk	herb	terms	herbs	



WATER-LILIES.

I Before R.

Tell the child that i before r does not, in short words, stand for the ĭ Sound, but for the é Sound. Then let him spell out by Sound these words:

sir	shirt	dirk	stirs	dirks	whirl	skirts
stir	skirt	shirk	whirs	shirks	birch	squirts
whir	squirt	smirk	first	smirks	flirts	girls
dirt	bird	chirp	birds	girl	shirts	whirls
flirt						

U Before R.

Tell the child that u before r does not usually stand for the ŭ Sound, but for the é Sound. Then let him spell out by Sound these words:

cur	curd	lurk	hurt	slurs	blurts
fur	burst	Turk	blurt	spurs	spurts
blur	curst	turn	spurt	furls	turns
slur	durst	churn	curt	curls	churns
spur	furl	church	curs	hurls	lurks
surf	curl	curds	blurs	hurts	Turks
turf	hurl				

THE DIPHTHONGS.

The teaching of the English diphthongs without the use of diacritical marks is the most important work of the primary school. Our diphthongs should be taught as the diphthongs of other languages are taught. After a child has learned the Sound ordinarily attached to the German diphthongs ei and ie, he is not encouraged to wait, in utter helplessness, whenever he meets them thereafter, until his teacher marks them. And yet some teachers and text-book makers mark *oa*, again and again, as they occur in different words, just as

if the diphthong *oa* represented different sounds in all the words in which it appears, whereas it represents the long *o* Sound in every word in the language except in the word *broad* and its compounds. The mutilation of regular English words (and at least 95 per cent. of our consonants and 90 per cent. of our vowels are regular) by means of daggers, macrons, etc., is wholly unnecessary and without excuse.

THE DIPHTHONG AI.

Tell the child that the diphthong *ai* represents the *ā* Sound. Then let him spell out by Sound these words:

ail	lain	fair	paint	wails	hairs
bail	main	hair	quaint	snails	lair
fail	pain	lair	saint	trails	pairs
hail	rain	pair	taint	quails	stairs
jail	vain	stair	aim	gains	maids
mail	chain	aid	claim	pains	raids
nail	brain	laid	waist	rains	braids
pail	drain	maid	bails	chains	baits
rail	grain	paid	fails	brains	waits
sail	plain	raid	jails	drains	plaits
tail	slain	braid	mails	plains	faints
wail	stain	staid	nails	stains	paints
frail	sprain	bait	pails	sprains	saints
snail	strain	wait	rails	trains	taints
trail	train	plait	sails	chairs	aims
quail	air	faint	tails	fairs	claims
gain	chair				

THE DIPHTHONG AW.

Tell the child that the diphthong aw represents the āw Sound. Then let him spell out by Sound these words:

caw	haw	bawl	dawn	paws	drawls
jaw	maw	yawl	yawn	claws	scrawls
law	claw	crawl	pawn	draws	sprawls
paw	craw	drawl	drawn	bawls	pawns
raw	draw	shawl	spawn	yawls	dawns
saw	squaw	scrawl	jaws	shawls	yawns
taw	straw	sprawl	laws	crawls	hawk

THE DIPHTHONG AU.

Tell the child that the diphthong au generally represents the āw Sound. Then let him spell out by Sound these words:

haul	Paul	Maud	vault	mauls
maul	Saul	fault	hauls	faults

THE DIPHTHONG AY.

Tell the child that the diphthong ay represents the ā Sound. Then let him spell out by Sound these words:

bay	may	bray	slay	stray	rays	prays
day	nay	clay	stay	bays	ways	stays
gay	pay	dray	tray	days	brays	trays
hay	ray	gray	sway	lays	drays	sways
jay	say	play	spray	pays	plays	strays
ay	way	pray				

THE DIPHTHONG EE.

Remind the child that the diphthong ee represents the ē Sound. Then let him spell out by Sound these words:

bee	peep	treed	seem	peeps	teens
fee	weep	beer	beef	weeps	screens
jee	sheep	deer	beech	creeps	weeks
see	creep	jeer	leech	sleeps	seeks
thee	sleep	cheer	screech	sweeps	cheeks
wee	steep	sheer	speech	deeds	creeks
free	sweep	queer	bees	feeds	Greeks
glee	deed	sneer	fees	heeds	seems
tree	feed	steer	sees	needs	eel
flee	heed	green	frees	weeds	peel
spree	need	queen	trees	creeds	feel
beet	reed	seen	flees	bleeds	heel
feet	seed	screen	sprees	breeds	reel
meet	weed	meek	beets	speeds	steel
sheet	creed	seek	meets	steeds	eels
fleet	freed	week	sheets	jeers	peels
sleet	breed	cheek	sleets	cheers	feels
greet	bleed	creek	greet	sneers	heels
street	speed	Greek	streets	steers	reels
sweet	steed	sleek	sweets	queens	steels
deep					

THE DIPHTHONG EA.

Tell the child that the diphthong ea usually represents the ē Sound. Then let him spell out by Sound these words:

sea	steal	gleam	wean	beats	beams
lea	squeal	cream	clean	seats	seams
tea	ear	scream	glean	cheats	teams
flea	dear	steam	heap	bleats	reams
eat	fear	stream	leap	treats	gleams
beat	near	dream	reap	deals	screams
heat	gear	beak	cheap	heals	streams
meat	hear	leak	peach	peals	dreams
neat	rear	peak	reach	seals	beaks
peat	tear	weak	teach	steals	creaks
seat	year	bleak	bleach	squeals	leaks
cheat	shear	creak	preach	fears	peaks
wheat	clear	freak	beach	hears	freaks
bleat	drear	scream	bead	rears	screaks
treat	blar	streak	lead	tears	streaks
deal	smear	sneak	read	years	sneaks
heal	spear	speak	plead	shears	speaks
meal	beam	bean	beast	clears	beans
peal	seam	dean	feast	blears	deans
seal	team	lean	least	smears	leans
veal	ream	mean	yeast	spears	means

weans gleans leaps beads reads beasts leaf
cleans heaps reaps leads pleads feasts sheaf

THE DIPHTHONG EW.

Tell the child that the diphthong ew usually represents the ū Sound. Then let him spell out by Sound these words:

dew	hew	new	stew	hews	pews
few	mew	pew	dews	mews	stews

THE DIPHTHONGS EI, EO, EU, EY.

Words containing the diphthongs ei, eo, eu, ey, are not given in this list because they are rarely met with. Only 65 words containing these four diphthongs were found in a series of five school readers with a vocabulary of 6,000 words, and only 18 were found in the monosyllabic words of that vocabulary.

THE DIPHTHONG OA.

Tell the child that the diphthong oa represents the ō Sound. Then let him spell out by Sound these words:

oat	moan	croak	coach	foam	coats	loads
boat	groan	oar	poach	loam	goats	roads
coat	goad	boar	roach	roam	shoats	toads
goat	load	roar	boast	coax	floats	oaks
shoat	road	soar	coast	hoax	gloats	soaks
float	toad	coal	roast	soap	loans	cloaks
gloat	oak	foal	toast	loaf	moans	croaks
groat	soak	goal	board	oats	groans	oars
loan	cloak	shoal	hoard	boats	goads	

boars	coals	shoals	roasts	boards	foams
roars	foals	boasts	toasts	hoards	rooms
soars	goals	coasts			

THE DIPHTHONG OO.

Tell the child that the diphthong oo usually represents the ô Sound. Then let him spell out by Sound these words:

coo	bloom	moon	sloops	cools
too	gloom	noon	droops	fools
woo	broom	soon	scoops	pools
shoo	groom	croon	stoops	tools
coop	boot	spoon	swoops	spools
hoop	hoot	swoon	troops	stools
loop	root	hoof	booms	coons
sloop	toot	roof	dooms	loons
droop	shoot	proof	looms	moons
scoop	cool	food	rooms	croons
stoop	fool	brood	blooms	spoons
swoop	pool	smooth	brooms	swoons
troop	tool	booth	grooms	booths
boom	spool	roost	boots	roosts
doom	stool	coops	hoots	hoofs
loom	coon	hoops	toots	roofs
room	loon	loops	shoots	

THE DIPHTHONG OW.

Tell the child that the diphthong ow often represents the ōw Sound. Then let him spell out by Sound these words:

cow	plow	crown	howl	mows	gowns	cowls
bow	brow	drown	growl	rows	clowns	fowls
how	prow	frown	prowl	sows	crowns	howls
mow	down	town	scowl	vows	drowns	growls
now	gown	owl	crowd	plows	frowns	prowls
row	clown	cowl	cows	brows	towns	scowls
sow	brown	fowl	bows	prows	owls	crowds
vow						

THE DIPHTHONG OU.

Tell the child that the diphthong ou often represents the ōw Sound. Then let him spell out by Sound these words:

out	scout	sound	shroud	pouts	mounds
gout	snout	wound	count	routs	pounds
lout	spout	ground	fount	shouts	sounds
pout	stout	our	mount	flouts	scours
rout	bound	sour	couch	sprouts	clouds
shout	found	flour	pouch	scouts	shrouds
flout	hound	scour	vouch	snouts	counts
crout	mound	loud	foul	spouts	founts
sprout	pound	proud	thou	hounds	mounts
trout	round	cloud			

THE DIPHTHONG OY.

Tell the child that the diphthong oy represents the ōy Sound. Then let him spell out by Sound these words:

boy coy hoy joy Roy toy boys joys toys

THE DIPHTHONG OI.

Tell the child that the diphthong oi represents the ōy Sound. Then let him spell out by Sound these words:

oil	toil	foist	quoit	toils	points
boil	broil	hoist	oils	broils	quoits
coil	spoil	joist	boils	spoils	foists
foil	coin	moist	coils	coins	hoists
soil	loin	point	foils	loins	joists

THE DIPHTHONG IE.

Tell the child that the diphthong ie often represents the ī Sound. Then let him spell out by Sound these words:

die	pie	tied	fried	dies	ties	dries	tries
fie	tie	shied	pried	hies	shies	fries	skies
hie	dried	cried	tried	lies	flies	pries	spies
lie	hied	dried	spied	pies	cries		

GH SILENT.

Tell the child that the digraph gh does not usually represent any Sound, but that after i (like silent e final) it lengthens the i. Then let him spell out by Sound these words:

high	fight	night	tight	plight	fright
nigh	light	right	blight	slight	caught
sigh	might	sight	flight	bright	plough

WR

Tell the child that w before r does not represent any Sound. Then let him spell out by Sound these words:

wrack wreck wrest wrist writhe wrote
wrap wren wring write wrong wrung

KN

Tell the child that k before n does not represent any Sound. Then let him spell out by Sound these words:

knack knelt knob knot knead knew knight
knell knit knock knave knee knife

In teaching children to read any piece of English literature, let the Sounds attached to the combinations of letters in the above lists, from page 30 to page 46, be treated as the STANDARD SOUNDS, and all that depart from this standard be treated as exceptions. Whenever a child, in his reading, hesitates at any word, let him give to the letters the Sounds as explained above. If he will do this, he will be able to make out for himself about nine-tenths of all the words he will ever meet. Whenever he shall have applied the test given him, and has failed to catch the word, then, but not till then, ask him what the word would be if each letter were regular, and tell him the word, unless it be a word which is found in the lists on pages 48-53, in which case the child should be referred to that word. Explain, if possible, the reason for the irregularity. A knowledge by the teacher of the history of English orthography is necessary to secure the best results in teaching the language to little children or to adults. No one, in fact, thoroughly understands any word until he has learned its history.

The teacher should drill thoroughly upon the annexed table, which is given as a review. This table should be placed upon the black-board, kept there permanently, and referred to constantly:

READING CHART.

Sound a with e at the end of a word, as in date.

"	i	"	e	"	"	"	"	"	"	bite.
"	o	"	e	"	"	"	"	"	"	bone.
"	u	"	e	"	"	"	"	"	"	cute.

Sound ar, as in tar.

"	er,	"	her.
"	ir,	"	sir.
"	ur,	"	fur.
"	al,	"	tall.
"	igh,	"	fight.

Sound ch, as in chat.

"	sh,	"	shot.
"	th,	"	this.
"	wh,	"	when.
"	ck,	"	neck.
"	ng,	"	ring.
"	ai,	"	bait.
"	ay,	"	play.
"	au,	"	Maud.
"	aw,	"	caw.

Sound ea, as in neat.

"	ee,	"	feet.
"	ew,	"	new.
"	ie,	"	pie.
"	oa,	"	goat.
"	oo,	"	moon.
"	ow,	"	cow.
"	ou,	"	out.
"	oi,	"	boil.
"	oy,	"	boy.

ED.

1. In the following words ending in ed, the e is silent and lengthens the preceding vowel:

blamed	shamed	glazed	spared	mired	twined
famed	tamed	grazed	bribed	tired	whined
framed	blazed	fared	jibed	wired	cured
lamed	crazed	scared	fired	piled	dozed
named	gazed	shared	hired	smiled	closed

2. In the following words ending in ed, the e is silent, but does not affect the preceding vowel:

bayed	maimed	reared	boomed	hurled
payed	barred	sheared	doomed	burned
played	charred	bleared	bloomed	churned
swayed	sparred	cleared	groomed	spurned
praised	tarred	smeared	boiled	turned
raised	pleased	heeled	coiled	whirled
drained	teased	peeled	foiled	blabbed
gained	greased	reeled	soiled	grabbed
rained	beamed	jeered	toiled	nabbed
sprained	dreamed	peered	broiled	stabbed
stained	screamed	sneered	spoiled	bagged
strained	steamed	veered	moored	fagged
trained	leaned	sneezed	wooded	gagged
aimed	weaned	squeezed	curled	jagged
claimed	neared	seemed	furled	lagged

nagged	penned	bobbed	stubbed	swelled
sagged	fibbed	jobbed	drugged	welled
wagged	nibbed	mobbed	hugged	yelled
bragged	ribbed	robbed	jugged	chilled
dragged	cribbed	sobbed	lugged	drilled
snagged	digged	clogged	tugged	filled
jammed	wigged	dogged	drummed	frilled
crammed	dimmed	flogged	gummed	killed
rammed	rimmed	jogged	hummed	spilled
shammed	skimmed	clubbed	shunned	tilled
slammed	trimmed	dubbed	stunned	trilled
fanned	finned	drubbed	buzzed	called
manned	pinned	grubbed	belled	stalled
planned	sinned	rubbed	felled	walled
webbed	skinned	scrubbed	shelled	culled
begged	lived	snubbed	spelled	lulled
hemmed				

3. In the following words ending in ed, the e is silent and lengthens the preceding vowel, and the d represents the t Sound because of the inconvenience or impossibility of giving the d Sound in such words:

baked	waked	liked	poked	stroked	shaped
raked	slaked	spiked	yoked	smoked	draped
quaked	staked	joked	choked	gaped	scraped

pipéd striped hoped roped sloped caséd
wipéd swipéd mopéd gropéd dupéd chaséd

4. In the following words ending in ed, the e is silent, but does not affect the preceding vowel, and the d represents the t Sound, for the reason stated in the preceding section:

cashed	hacked	kicked	trucked	clipped
dashed	lacked	licked	capped	slipped
gashed	packed	picked	napped	dripped
hashed	quacked	ticked	rapped	gripped
lashed	racked	tricked	tapped	stripped
mashed	sacked	docked	chapped	tripped
clashed	tacked	locked	clapped	skipped
flashed	blacké	mocké	flappé	whippé
slashed	clacké	knocké	slappé	hoppé
crashed	slacké	rocké	strappé	loppé
smashed	cracké	shocké	trappé	moppé
dished	tracké	blocké	snappé	poppé
fished	smacké	frocké	dippé	toppé
wished	whacké	sucké	nippé	choppé
rushed	becké	tucké	rippé	shoppé
slushed	decké	chucké	sippé	floppé
brushed	pecké	shucké	tippé	croppé
crushed	checké	clucké	chippé	droppé
backed	specké	plucké	shippé	proppé

stopped	tossed	fetched	whiffed	cooked
supped	glossed	stretched	doffed	hooked
camped	gasped	sketched	scoffed	looked
clamped	rasped	hitched	cuffed	brookd
cramped	clasped	pitched	huffed	crooked
stamped	lisped	itched	luffed	cooped
tramped	branched	stitched	puffed	hooped
romped	quenched	switched	stuffed	looped
bumped	clenched	twitched	taxed	drooped
dumped	drenched	botched	waxed	trooped
jumped	pinched	blotched	vexed	scooped
lumped	clinched	crotched	fixed	stooped
pumped	flinched	scotched	mixed	swooped
slumped	bunched	clutched	boxed	cursed
trumped	munched	asked	barked	nursed
classed	punched	basked	jerked	arched
messed	crunched	masked	shirked	marched
blessed	hatched	desked	smirked	parched
dressed	latched	risked	lurked	starched
pressed	matched	frisked	soaked	perched
hissed	patched	whisked	cloaked	lurched
kissed	scratched	husked	croaked	churched
missed	snatched	sniffed	booked	creased

ES.

Words ending in es, in which the e is silent, and lengthens the preceding vowel:

dames	panes	babes	slides	strikes	wiles
games	vanes	jibes	brides	spikes	smiles
hames	planes	bribes	safes	jokes	stiles
James	cranes	tribes	chafes	pokes	holes
lames	dines	robes	fifes	chokes	poles
names	lines	globes	strifes	spokes	soles
tames	mines	probes	bakes	strokes	apes
shames	vines	cubes	cakes	smokes	cap es
blames	wines	fades	lakes	ales	gapes
flames	shines	jades	makes	bales	shapes
frames	spines	wades	rakes	dales	drapes
dimes	whines	blades	takes	gales	grapes
limes	bones	grades	wakes	males	scrap es
times	cones	trades	shakes	pales	hopes
chimes	hones	spades	flakes	sales	pop es
climes	tones	bides	slakes	tales	rop es
crimes	thrones	hides	takes	vales	grop es
domes	crones	rides	drakes	scales	bares
homes	drones	sides	stakes	files	cares
fumes	stones	tides	dikes	miles	dares
canes	dunes	chides	likes	piles	fares
lanes	tunes	glides	pikes	tiles	mares

pare	wire	hate	mite	pave	five
share	spire	mate	smite	rave	hive
glare	ore	rate	mote	save	live
scare	bore	slate	note	wave	wive
snares	cores	crates	votes	shaves	drives
spares	pores	grates	shots	slaves	strives
stares	sores	prates	bathes	braves	coves
fires	shores	skates	lathes	craves	roves
hires	scores	states	clothes	graves	cloves
mires	snore	bites	caves	staves	droves
quires	stores	kites	laves	dives	groves
tires	dates				

IRREGULAR WORDS.

WORDS CONTAINING A LETTER OR LETTERS WHICH DO NOT REPRESENT THE SOUNDS ORDINARILY ATTACHED THERETO.

Let the child spell out by Sound all of the following words according to the suggestions, which should be explained by the teacher.

I. Words ending in y, in which the y represents the ī Sound:

by	why	fly	fry	try	spy	thy
fy	shy	cry	pry	sky	sty	wry
my	sly	dry	spry			

II. Words in which o before ld represents the ō Sound without silent e final:

old bold cold fold gold hold sold told scold

III. Words in which o before ll represents the ō Sound without silent e final:

roll toll droll stroll troll

IV. Words in which i before nd and ld represent the ī Sound without silent e final:

bind	hind	mind	wind	grind	wild
find	kind	rind	blind	mild	child

V. In words ending in nch, ch represents the sh Sound:

branch	drench	finch	finch	munch	lunch
bench	French	linch	bunch	punch	crunch
quench	trench	pinch	hunch		

VI. No printed word ends in the letter j. For the j Sound at the end of a word, g is printed, followed by e.

age	stage	marge	purge	hinge	fringe
cage	forge	charge	range	singe	twinge
page	huge	serge	change	tinge	lunge
rage	barge	verge	grange	cringe	plunge
sage	large	urge	strange		

In some words the letter d, silent, is printed before the g.

budge	nudge	trudge	hedge	sledge	bridge
fudge	drudge	badge	ledge	dredge	dodge
judge	grudge	edge	wedge	ridge	lodge

VII. No printed word ends in the letter v. For the v Sound at the end of a word, ve is printed.

delve	twelve	live	swerve	heave	weave
helve	have	groove	curve	leave	cleave
shelve	give	serve	sleeve		

VIII. In many words the s Sound at the end is represented by c, followed by e, silent. In some of these words the e lengthens the preceding vowel:

face	race	Grace	ice	nice	slice	spice
lace	place	trace	dice	rice	price	splice
pace	brace	space	mice	vice	trice	thrice

In other words of this class, the e does not affect the preceding vowel.

dance	prance	thence	wince	pounce	Greece
lance	trance	whence	prince	founce	voice
chance	fence	mince	dunce	trounce	choice
glance	hence	quince	ounce	fleece	peace
France	pence	since	bounce		

IX. In some words ending in the s or z sound represented by s, an e is added without affecting the preceding vowel.

curse	souse	noose	sense	verse	praise
nurse	chouse	else	geese	ease	rouse
purse	grouse	horse	crease	tease	blouse
douse	goose	pulse	grease	please	cheese
house	loose	false	coarse	grease	noise
mouse	moose	rinse	hoarse	raise	poise

X. The letter o before n sometimes represents the ŭ Sound.

son done ton none won month front

XI. The letter o before m sometimes represents the ŭ Sound.

come some

XII. The letter o before v sometimes represents the ŭ Sound.

dove love glove shove

XIII. The diphthong ow, in some words, represents the ō Sound.

bow trow show glow grow known
low row throw slow snow bowl
mow sow flow crow know own

XIV. The diphthong oo, in some words, represents the ō Sound.

book look took crook stood foot
cook looks shook good wood soot
hook rook brook hood

XV. The diphthong ou, in some words, represents the ŭ Sound.

touch young rough* tough* slough*

*GH at the end of a few words represents the f sound.

XVI. The diphthong ou before ght represents the ăw Sound.

ought fought thought brought wrought
bought sought

XVII. The diphthong ou, in some words, represents the ô Sound.

you yours group through gourd
your soup wound croup gouge

XVIII. The diphthong ou, in some words, represents the ō Sound.

four	pour	source	court	soul
fourth	poured	course	dough	though

XIX. The diphthong ou, in some words, represents the oo Sound.

could would should couldn't wouldn't shouldn't

XX. The diphthong ea, in some words, represents the ē Sound.

dead	lead	bread	spread	breast	breath	heaven
head	read	dread	tread	death	deaf	

XXI. The diphthong ea before r represents, in some words, the ē Sound.

earn learn heard earth earl pearl search

XXII. The diphthong ea represents, in some words, the ā Sound.

great break steak bear pear, tear wear swear

XXIII. The letter u is silent in the following words:

guess guard build built buy guest

XXIV. In some words ending in en, the e is silent, and does not affect the preceding vowel.

seven kitten garden driven heaven sudden maiden

XXV. In some words ending in en, the e is silent, but lengthens the preceding vowel.

even open broken stolen chosen taken

XXVI. The letter a, after a w Sound, often represents the ō Sound.

wad	want	'twas	wharf	swan	swab
wan	was	wasp	whap	swamp	squab
wand	wasn't	watch	what	swap	squad

XXVII. After w, or sometimes represents the ē Sound.

word work worm world worth worse worst

XXVIII. In some words, o represents the ô Sound.

do to lose move prove two* who* whom* whose*

*Silent w.

XXIX. In some words, l is silent before k.

balk calk talk chalk walk stalk

XXX. In words ending in mb, the b is silent.

jamb	limb	dumb	plumb	thumb
lamb	bomb	numb	crumb	

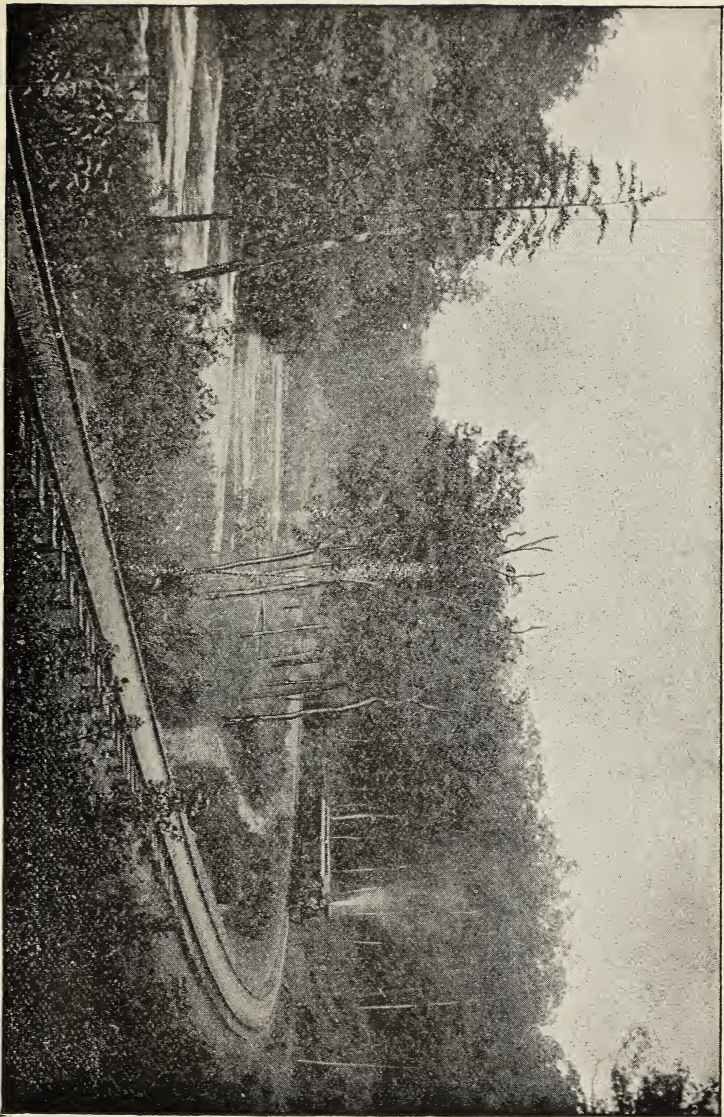
XXXI. In the following words, e represents the ē Sound:

be he me we she

XXXII. In the following words, o represents the ô Sound:

go ho no so comb

VIEW ON ARARAT RIVER, SURREY COUNTY.



XXXIII. MISCELLANEOUS DIFFICULT WORDS.

To give all help possible on these difficult words, the teacher is advised to dictate each of these words to be spelled by Sound, and then require the child to copy from his book the orthodox form. The child will then have, side by side, the orthodox forms and the key to their pronunciation, and will thus be enabled to see what letters in each word do not conform to rule. If there were any real danger in looking at words as they should be spelled, and would now be spelled but for the prejudices of Dr. Johnson and the ignorance of early printers, all persons, old and young, should be warned of the danger of making use of a pronouncing dictionary. See appendix for key to the pronunciation of these words:

ah	said	where	chief	cough	oven
ha	says	where's	grief	blood	school
calf	warm	key	field	flood	rule
half	swarm	they	fierce	door	blue
calm	ma'am	whey	niece	floor	bush
can't	axe	eye	piece	wolf	push
pass	are	eyes	shield	often	bull
past	been	heart	friend	gone	full
bath	sew	flew	of	don't	pull
path	key	cent	John	rogue	puss
raft	George	were	shoe	tongue	put
laugh	their	else	shoes	sport	sure
laughed	eight	I	does	one	juice
aunt	sleigh	I'll	broad	ones	fruit
masts	there	I'm	dozen	once	bye

PART IV.

SPELLING—DISSYLLABLES.

These words are to be written on the blackboard by the children without previous study on their part.

Let the teacher dictate each word slowly, taking care to pronounce both consonants in the middle of such words as *batter*, *fatter*, etc., and give a sentence or phrase to show the meaning of each word. The children should speak the word, repeat the first syllable, and write the characters for each sound in that syllable; then they should speak the second syllable and write the characters for each sound in the second syllable.

All the words in this list can be written correctly before they have been seen by the children, with no directions other than those given for the spelling of monosyllabic words, or which may be found in the different sections that follow, except the caution that for the *k* sound at the end of a syllable, *ck* is written, as at the end of a word.

I. DISSYLLABLES ENDING IN ER.

batter	letter	butter	pepper	blabber	adder	winner
fatter	setter	cutter	dipper	stabber	ladder	thinner
hatter	tetter	gutter	ripper	fibber	madder	grinner
matter	bitter	mutter	shipper	jobber	bladder	spinner
patter	fitter	shutter	clipper	robber	bidder	gunner
tatter	titter	flutter	slipper	lubber	fodder	runner
chatter	fritter	sputter	stripper	rubber	udder	stunner
shatter	glitter	splutter	copper	blubber	rudder	hammer
clatter	splitter	stutter	hopper	slubber	shudder	stammer
flatter	twitter	rapper	chopper	dagger	banner	simmer
platter	otter	clapper	cropper	bragger	manner	glimmer
smatter	hotter	flapper	stopper	stagger	tanner	trimmer
spatter	totter	slapper	upper	bigger	inner	swimmer
splatter	blotter	snapper	supper	digger	dinner	hummer
better	trotter	trapper	crupper	chigger	sinner	summer
fetter	utter	strapper	jabber	trigger	tinner	drummer

differ	deeper	refer	damper	pouter	Tucker	hunter
offer	peeper	prefer	hamper	shouter	trucker	punter
coffer	creeper	bicker	pamper	spouter	anther	jasper
proffer	sleeper	picker	tamper	stouter	panther	antler
buffer	steeper	quicker	stamper	under	gather	chapter
puffer	sweeper	sicker	tramper	sunder	lather	after
suffer	bender	wicker	banter	thunder	fester	enter
cobbler	fender	thicker	canter	blunder	jester	helper
gobbler	lender	flicker	ranter	plunder	pester	temper
juggler	mender	slicker	chanter	humbler	tester	vesper
smuggler	render	snicker	planter	mumbler	Chester	member
duller	sender	Mister	alter	rumbler	tether	trickster
archer	tender	sister	falter	tumbler	nether	pilfer
marcher	vender	blister	halter	grumbler	whether	silver
farmer	blender	glisten	palter	stumbler	fleeter	splinter
charmer	slender	twister	caller	umber	sweeter	bother
carper	spender	hither	taller	cumber	limber	sooner
harper	ever	thither	smaller	lumber	timber	rooster
sharper	never	wither	aster	number	hinder	hover
barber	sever	whither	caster	slumber	tinder	oyster
barter	clever	slither	faster	muster	simper	yonder
darer	melter	giver	gander	bluster	whimper	prosper
garter	pelter	liver	pander	cluster	lisper	lobster
smarter	welter	quiver	grander	fluster	whisper	monster
starter	shelter	river	winter	butler	hooper	order
harder	smelter	shiver	printer	cutler	trooper	ulster
carder	spelter	lifter	stinter	sutler	corner	huckster
larder	defer	sifter	splinter	pucker	louder	usher
partner	infer	shifter	outer	sucker	prouder	rusher

II. DISSYLLABLES ENDING IN ED.

batted	netted	twitted	butted	rugged	budded	stranded
hatted	petted	dotted	smutted	added	studded	ended
matted	fretted	potted	jagged	padded	banded	bended
patted	whetted	blotted	ragged	bedded	handed	mended
chatted	pitted	spotted	shagged	wedded	landed	rended
betted	flitted	trotted	dogged	nodded	sanded	tended

wended	blunted	hafted	gilded	sated	needed	sounded
blended	grunted	grafted	wicked	grated	seeded	counted
bonded	fasted	gifted	carted	plated	weeded	mounted
chanted	lasted	lifted	darted	prated	chided	pouted
panted	blasted	rifted	parted	sheeted	glided	routed
ranted	jested	sifted	smarted	sleeted	slided	shouted
planted	nested	shifted	started	greeted	basted	flouted
granted	rested	drifted	carded	noted	pasted	spouted
dented	tested	tufted	herded	voted	tasted	sprouted
rented	cheded	belted	halted	faded	wasted	clouded
tented	crested	melted	malted	jaded	posted	booted
hinted	listed	pelted	salted	waded	bounded	hooted
tinted	twisted	smelted	welded	shaded	founded	rooted
glinted	dusted	jilted	fated	bladed	hounded	tooted
stinted	rusted	tilted	hated	graded	pounded	roosted
hunted	crusted	wilted	mated	traded	rounded	brooded
stunted	trusted	stilted	rated	heeded		

III. DISSYLLABLES ENDING IN Y.

Tell the children that very few printed words end in the letter i; that when a spoken word ends in the ĭ Sound, the letter i is not written for that Sound, but generally y.

dally	jolly	sorry	Betty	whinny	ruddy	boggy
rally	Molly	curry	Hetty	bonny	happy	foggy
sally	Polly	hurry	petty	bunny	sappy	buggy
tally	carry	flurry	ditty	funny	puppy	muggy
jelly	Harry	tabby	gritty	sunny	taffy	brassy
Nelly	marry	shabby	putty	daddy	jiffy	grassy
filly	parry	flabby	smutty	caddy	clammy	Bessy
jilly	tarry	slabby	Faunny	Freddy	Tommy	dressy
silly	berry	chubby	cranny	giddy	gummy	missy
chilly	ferry	stubby	Benny	smiddy	mummy	bossy
stilly	Jerry	chatty	Jenny	toddy	baggy	mossy
dolly	merry	fatty	penny	shoddy	shaggy	glossy
folly	cherry	Hatty	finny	cuddy	dreggy	fussy
holly	sherry	patty	ninny	muddy	Peggy	Andy

bandy	party	dimly	meetly	shanty	timely	roomy
candy	marshy	grimly	sweetly	shapely	wisely	smoothly
dandy	sharply	primly	dusty	basely	wifely	forty
handy	hardly	slimly	fusty	bravely	finely	poorly
sandy	tardy	trimly	gusty	safely	swiftly	cloudy
brandy	harshly	prickly	lusty	safety	tipsy	costly
gamely	starry	quickly	rusty	manly	richly	strongly
lamely	army	sickly	crusty	crafty	thinly	stoutly
namely	hardy	thickly	trusty	grandly	pigmy	goodly
tamely	needy	fifty	ugly	lastly	nimbly	lumpy
badly	seedy	shifty	snugly	plenty	solely	clumsy
madly	weedy	pansy	plucky	twenty	lonely	purely
sadly	greedy	tansy	lucky	pertly	homely	justly
gladly	deeply	loudly	barely	sternly	closely	sultry
partly	steeply	proudly	rarely	sleepy	sorely	lofty
tartly	freely	roundly	lately	sentry	gloomy	softly
smartly	steely	soundly	stately	envy		

IV. DISSYLLABLES ENDING IN ING.

batting	splitting	flapping	lopping	flagging	fibbing
matting	twitting	slapping	mopping	bragging	cribbing
patting	potting	trapping	popping	dragging	jobbing
chatting	rotting	stepping	chopping	snagging	mobbing
betting	spotting	dipping	shopping	egging	robbing
getting	trotting	nipping	flopping	begging	rubbing
letting	butting	ripping	slopping	digging	clubbing
netting	cutting	sipping	dropping	logging	grubbing
petting	nutting	tipping	cropping	flogging	shamming
setting	shutting	chipping	stopping	hugging	slamming
wetting	capping	shipping	swopping	lugging	cramming
fretting	lapping	clipping	supping	tugging	hemming
whetting	mapping	dripping	bagging	drugging	stemming
fitting	napping	gripping	fagging	dabbing	brimming
hitting	raping	tripping	lagging	blabbing	trimming
sitting	sapping	whipping	nagging	grabbing	gumming
flitting	tapping	stripping	tagging	ebbing	humming
spitting	clapping	hopping	wagging	webbing	drumming

strumming	drilling	sleeping	booming	sticking	banging
adding	frilling	creeping	blooming	mocking	hanging
gadding	trilling	sweeping	grooming	rocking	clanging
madding	swilling	meeting	soothing	shocking	dinging
padding	twilling	sheeting	smoothing	blocking	ringing
bedding	culling	sleeting	ending	flocking	singing
shedding	dulling	greeting	bending	stocking	winging
wedding	calling	seeing	lending	ducking	clinging
sledding	falling	fleeing	mending	sucking	flinging
bidding	galling	seeming	rending	tucking	slinging
ridding	walling	outing	sending	chucking	bringing
nodding	darling	pouting	tending	clucking	springing
manning	starling	routing	wending	plucking	stinging
tanning	carting	shouting	blending	trucking	swinging
spanning	darting	flouting	spending	cashing	througing
penning	parting	spouting	backing	dashing	panting
inning	smarting	sprouting	hacking	gashing	ranting
pinning	starting	bounding	lacking	lashing	chanting
sinning	arming	hounding	packing	mashing	planting
spinning	farming	pounding	quacking	clashing	granting
tinning	harming	rounding	racking	flashing	renting
winning	charming	sounding	sacking	plashing	tenting
grinning	arching	counting	tacking	slashing	venting
cunning	marching	mounting	blacking	crashing	hinting
funning	parching	cooing	clacking	smashing	tinting
running	starching	wooing	cracking	splashing	glinting
sunning	carding	booting	tracking	dishing	printing
shunning	darning	hooting	smacking	fishing	squinting
stunning	carping	looting	pecking	wishing	stinting
felling	feeding	rooting	specking	gushing	bunting
telling	heeding	tooting	licking	hushing	hunting
welling	needing	shooting	picking	rushing	grunting
swelling	weeding	looping	ticking	blushing	stunting
filling	bleeding	drooping	wicking	flushing	camping
tilling	speeding	trooping	clicking	slushing	tamping
willing	peeping	stooping	pricking	brushing	champing
shilling	weeping	swooping	tricking	crushing	clamping

cramping	lumping	nesting	drafting	clasping	fumbling
tramping	pumping	resting	grafting	grasping	humbling
stamping	thumping	testing	lifting	lipping	mumbling
limping	trumping	cresting	sifting	ambling	rumbling
crimping	stumping	twisting	shifting	gambling	tumbling
romping	casting	costing	drifting	rambling	crumbling
bumping	fasting	dusting	helping	shambling	grumbling
dumping	lasting	rusting	gulping	trembling	stumbling
jumping	blasting	trusting	gasping		

Tell the child that the *ā*, *ī*, *ō*, and *ū* Sounds, in words ending in the *ing* Sound, are represented by these letters without the letter *e*, which has been dropped in almost all words ending in *ing*.

dating	sharing	saving	draping	riding	smiling	dosing
hating	snaring	shaving	caning	siding	diving	hoping
mating	sparing	waving	waning	tiding	hiving	moping
rating	squaring	braving	planing	chiding	driving	sloping
plating	staring	craving	casing	gliding	striving	groping
slating	fading	graving	chasing	sliding	fring	posing
grating	lading	slaving	basting	dining	hiring	closing
prating	wading	gaming	hasting	fining	miring	boring
stating	shading	naming	pasting	lining	tiring	snoring
baring	grading	taming	tasting	mining	wiring	storing
caring	trading	shaming	wasting	piuing	piping	using
daring	spading	blaming	biting	shining	wiping	musng
faring	caving	flaming	smiting	twining	rising	tuning
paring	laving	framing	spiting	fling	voting	curing
flaring	paving	gaping	biding	piling	quoting	during
glaring	raving	shaping	hiding	tiling		

V. DISSYLLABLES ENDING IN LE.

Few printed words end in *l*. When a monosyllable ends in the *l* Sound, *ll* is written for that Sound, as has already been observed. When dissyllables end in the *l* Sound, *le* is frequently written.

battle	prattle	throttle	straddle	coddle	babble	quibble
cattle	brittle	cuttle	peddle	noddle	gabble	cobble
rattle	whittle	shuttle	treddle	toddle	pebble	gobble
tattle	bottle	addle	riddle	puddle	nibble	bubble

stubble	straggle	dimple	bramble	jumble	handle	marble
apple	giggle	pimple	shamble	mumble	dwindle	mantle
grapple	juggle	simple	tremble	rumble	spindle	tussle
ripple	smuggle	crimple	nimble	tumble	swindle	feeble
tipple	struggle	rumple	thimble	grumble	bundle	needle
whipple	ample	crumple	bumble	stumble	trundle	wheedle
topple	sample	gamble	fumble	candle	startle	noodle
supple	trample	ramble	humble	dandle	garble	poodle
waggle	temple					

VI. DISSYLLABLES FOR ALL OF WHOSE SOUNDS THE PROPER CHARACTERS HAVE BEEN GIVEN.

abed	alarm	aside	ballot	belong	buffet
abhor	alas	asleep	balsam	bereft	cabin
abide	album	aspen	bamboo	beseech	cabins
abode	alert	assent	bandit	beseem	cadet
abound	alive	assist	banish	beset	cadets
about	alone	assort	bantam	beside	cajole
abrupt	along	astern	bantling	betide	caldron
absent	aloud	astound	baron	between	candid
absorb	alter	astride	barrack	beware	canine
abuse	alum	astute	barren	beyond	cannon
Adam	amid	atlas	basement	bishop	cannot
admire	amidst	atone	bedrid	bishops	canteen
admit	annoy	attach	bedlam	bittern	canteens
adopt	anon	attack	beehive	blemish	canvas
adore	ant-hill	attend	befall	bonfire	carat
adrift	anthem	attire	before	bonnet	carbon
adult	appall	attune	began	bonnets	careen
advent	Arab	aver	beget	bottom	careens
afar	argus	aware	begin	brandish	career
afoot	arise	awhile	begins	brethren	carmine
afresh	arose	baboon	begrime	brigade	carpet
agate	around	bagman	begun	brigand	carpets
agog	arrest	ballad	behave	brigands	carrot
agree	ashes	ballast	behest	brimstone	carrots
aground	ashore	balloon	belate	brushwood	cartoon

cartoons	comma	culprits	desists	effort	felons
casement	command	cumber	despise	efforts	ferment
casements	commend	cumbers	despot	elders	ferments
cassock	common	currant	despots	emblem	ferret
cassocks	compare	currants	dessert	emblems	ferrets
caster	compose	cutler	destroy	empire	fertile
catmint	compute	dampen	detach	employ	fervent
cavern	comrade	debase	deters	employs	festers
caverns	confide	debate	detest	enchant	festoon
chaffer	confine	declare	detests	enchants	festoons
chandler	confound	defame	devote	endure	fetlock
chapman	confuse	defend	devout	enjoy	fetlocks
chaplet	consent	defer	differs	enjoys	fifteen
chapter	consist	defers	disband	enlist	figure
chapters	console	define	disbands	enlists	filbert
charter	constant	degrade	discard	enrich	filberts
charters	consume	degree	discards	enters	fillet
checkmate	contend	demand	disclose	entire	fillets
checker	contends	demands	discreet	entrap	fillip
checkers	content	denote	disgust	entraps	filters
cherish	contest	dentist	disgusts	envoy	finish
cherub	contests	dentists	dismount	envoys	flippant
cherup	contrast	denude	dismounts	erase	florin
chevron	contrasts	depart	dispute	estate	florins
chicken	contrive	departs	distant	esteem	flusters
children	convent	depend	divert	esteems	flutters
clamber	convents	depends	diverts	evade	forbid
claret	convert	deplore	divide	event	forbids
closet	converts	deprive	divine	events	foreground
cloud-capt	cornet	deride	docket	errand	forenoon
cobweb	corrupt	derive	dragon	errands	foresee
cockade	corrupts	derrick	dragons	fagot	forest
coffin	costume	derricks	dragoon	fagots	forests
coffins	cravat	desert (v.)	dragoons	falters	foretell
combine	credit	desert (n.)	druggist	farewell	forgave
comet	cricket	desire	druggists	farthings	forget
comets	culprit	desist	drumstick	felon	forgtes

fortune	gusset	hundreds	insnare	lapwings	maroon
fragment	greenish	housewife	inspire	lapdog	maroons
fragments	greenbacks	homesick	install	lapstone	martin
frigate	gullet	home-spun	instep	larrup	martins
fireside	gunsmith	himself	insteps	larrups	mash-tub
footman	gunsmiths	horrid	insult	Latin	matin
fishwife	ground-swell	hangman	insults	leghorn	mattock
foolish	habit	ignite	intend	leghorns	method
foreman	habits	imbibe	intends	lemon	melon
gallant	haddock	impart	intent	lemons	misdeed
gambit	hamlet	imparts	inters	leggings	misled
gamut	hamlets	implore	invent	lifelong	millet
gantlet	hammock	impose	invents	lime-tree	misprint
garland	hammocks	impure	invert	limit	misspell
garlands	handbill	impute	inverts	limits	misspend
garment	hardship	indeed	invest	limpid	misstate
garments	harpoon	indent	invests	linen	mistrust
garnet	harpoons	indents	invite	linnet	misuse
garnets	harvest	infant	jacket	linnets	modern
garnish	hassock	infants	jackets	linseed	modest
garret	hassocks	infers	japan	liquid	molest
garrets	helmet	infest	jargon	liquids	moonshine
gathers	helmets	infests	job-lot	livid	morbid
gimlet	herald	inflamm	jog-trot	locket	mullet
gimlets	heralds	inflate	lagoon	lockets	mushroom
goblet	hermit	inhale	lagoons	lock-up	mustang
goblets	hermits	inland	lament	logwood	muslin
goblin	hobnob	inlet	laments	loophole	madcap
goblins	holland	inlets	lamp-black	madam	mammoth
golosh	hornet	inquire	lampoon	maggot	manna
Gorgon	hornets	insane	lampoons	magnet	merit
goslings	hubbub	insert	landlock	mallet	mole-hill
gossip	huckster	inserts	landman	mallets	narrate
gossips	hucksters	inshore	landsman	mammon	neckcloth
grandsire	humbug	inside	lantern	manhood	Neptune
grenade	humbugs	insist	lanterns	mannish	nickname
griffins	hundred	insists	lapwing	marches	northern

nostrum	outwits	pilgrims	publish	remit	revile
nutmeg	padlock	piston	punish	remnant	revive
nutmegs	padlocks	pistons	puppet	remote	riches
nugget	palate	planet	puppets	repent	rickets
nuggets	parade	planets	quagmire	repents	rigor
oblong	parchment	platoon	rabbit	repose	rivet
obtuse	parish	platoons	rabid	reprint	rivets
onset	parrot	plummet	racket	reprints	robin
oppose	parrots	plummets	radish	reptile	robins
orbit	parsnep	pocket	ragman	repute	rocket
order	parsnip	pockets	rag-tag	request	rockets
organ	partners	polish	rampart	require	rosin
organs	pastime	pollen	ramrod	requite	rubbish
ornate	pattern	poltroon	random	resent	russet
ostrich	pavement	poltroons	ransack	resents	Sabbath
outbid	peevish	pontoon	rapid	reside	salad
outbound	peewit	popgun	ratan	resin	saloon
outhrave	peg-top	poplin	rattan	resist	saloons
outcast	pellet	potash	recall	resists	salt-marsh
outcrop	pennant	prefers	red-hot	resort	salt-mine
outfit	pepsin	prelate	red-man	resorts	salt-pan
outlast	perfume	prepare	redeem	resound	salvers
outlet	perhaps	present	red-tape	resounds	samite
outline	perish	preside	redound	respire	sand-bag
outmarch	persist	presume	red-wing	respond	sandstone
outride	persists	pretend	refers	responds	sandwich
outrun	person	pretends	refine	restore	sash-frame
outsell	persons	prevent	refresh	result	satin
outset	pervade	prevents	refund	results	satire
outshine	pervert	primers	refuse	resume	satteen
outside	perverts	primrose	refute	retard	selfish
outsleep	petard	privet	regard	retards	senate
outstare	picket	problem	regret	retire	sermon
outstrip	pickets	problems	relate	retort	serpent
outstrips	picklock	profit	relent	retorts	servile
outvote	pigment	profits	relish	revert	settee
outwit	pilgrim	prosper	remand	reverts	shamrock

sheepish	snappish	tarnish	torrid	unlock	upstart
sherbet	shallow	tartan	transmit	unlocks	upstarts
shipment	Shetland	tartans	transmits	unman	valet
shipshape	shin-bone	tatting	transfers	unmans	valid
shorthand	sidelong	tattoo	transmute	unmeet	vampire
signet	side-arms	tavern	transom	unpack	vanish
slap-dash	slap-jack	taverns	transpire	unpacks	vapid
slap-bang	sonnet	tempers	transplant	unpin	varnish
slattern	sonnets	tempest	transplants	unpins	veneer
slip-shod	spare-rib	tempests	transpose	unripe	venom
solid	spavin	tenant	trappings	unroot	verdant
socket	spigot	tenants	trellis	unset	vermin
sordid	spitfire	tennis	tricksters	unsetts	Vesper
speeches	spring-time	tepid	trombone	unshod	vestment
spendthrift	stand-up	thicket	troop-ship	unshorn	visit
spinet	stirrup	thickets	troop-ships	unsung	visits
spirit	stirrups	thousand	trousers	unswept	vivid
splendid	stoneware	thousands	trumpet	untrod	volume
stagnant	stuck-up	ticket	trumpets	untwine	waggish
stockade	summit	tickets	turret	unwed	walnut
stolid	summits	timid	turrets	unwept	walnuts
stripling	table-cloth	tin-plate	umpire	unwise	walrus
sublime	table-cloths	tinman	unbend	uphill	wedlock
submit	tablet	tin-ware	unbends	upland	welfare
submits	tablets	tippet	unbid	uplands	wicket
subside	taboo	tirade	unbound	uplift	windmill
subsist	tadpole	tomboy	uncase	uplifts	windpipe
subsists	talent	tomboys	unclasp	upon	wisdom
sullen	talents	tomtit	unclasps	uprise	withdraw
sultan	Talmud	tooth-pick	unclothe	uproot	withers
sunshine	talon	tooth-picks	uncut	uproots	within
supplant	talons	torment	unfit	upset	without
supplants	tam-tam	torments	unhang	upsets	woodman
suppose	tandem	torpid	unhung	upshot	woodland
suspend	target	torrent	unjust	upside	yard-stick
sutlers	targets				



IN GREEN PASTURES.

DIFFICULT DISSYLLABLES AND TRISYLLABLES.

The following list contains all the words of two and three syllables in the Mother Goose Melodies in this book which the child will probably have any trouble in making out for himself. Whenever he is unable to make out any one of these words as he meets it in his reading, refer him to this list. In case a child finds trouble with any monosyllable in his reading, refer him to the word in the list in which it is placed.

For key to the pronunciation of these words, see appendix.

I. DIFFICULT SOUNDS OF A.

any master wander
many Mary patiently
water lady garret
marry

II. DIFFICULT SOUNDS OF O.

other money
mother covered
mother's sometimes
another going
woman into

III. DIFFICULT SOUNDS OF E.

wherever everywhere
pretty

IV. DIFFICULT SOUNDS OF I.

Simon piper's

V. DIFFICULT SOUNDS OF U.

music pudding sugar

VI. DIFFICULT SOUNDS OF AI.

again against

VII. DIFFICULT SOUND OF EA.

meadow

VIII. DIFFICULT SOUND OF EE.

coffee

IX. DIFFICULT SOUNDS OF OW.

meadow window followed

X. DIFFICULT SOUND OF OU.

enough

XI. DIFFICULT SOUND OF G.

gentlemen

XII. DIFFICULT SOUND OF GH.

enough

XIII. DIFFICULT SOUND OF TI.

patiently

XIV. SILENT H.

Johnny

PART V.

MOTHER GOOSE.

Old Mother Goose, when
She wanted to wander,
Would ride through the air
On a very fine gander.

Mother Goose had a house ;
'Twas built in a wood,
Where an owl at the door
For sentinel stood.

She had a son Jack—
A plain-looking lad ;
He was not very good,
Nor yet very bad.

She sent him to market ;
A live goose he bought.
“ Here, mother,” says he,
“ It will not go for naught.”

Jack found, one fine morning,
As I have been told,
His goose had laid him
An egg of pure gold.

Jack rode to his mother
The news for to tell ;
She called him a good boy,
And said it was well.

Jack's mother came in,
And got the goose soon,
And, mounting its back,
Flew up to the moon.

Mother Goose's son Jack
Was a fine little man.
He got him a pack, and away he ran.
"I'll be a peddler," he said, "if I can."

Deedle, deedle, dumpling, my son John ;
He went to bed with his stockings on ;
One shoe off, and one shoe on,
Deedle, deedle, dumpling, my son John.

Baa, baa, black sheep,
Have you any wool ?
Yes, marry, have I
Three bags full :
One for my master,
One for my dame,
But none for the little boy
That cries in the lane.

Humpty Dumpty sat on a wall ;
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Cannot put Humpty Dumpty together again.

Dance to your daddy,
My bonny laddy ;
Dance to your ninny,
My sweet lamb.
You shall have a fishy
In a little dishy,
And a whirl-i-giggy
And some nice jam.

There was a crooked man, and he went a crooked
mile,
And he found a crooked sixpence against a crooked
stile ;
He caught a crooked cat, which caught a crooked
mouse,
And they all lived together in a crooked little house.

Yankee Doodle came to town,
And how do you think they served him ?
One took his bag, another his scrip,
The quicker for to starve him.

Sing! Sing! What shall I sing?
The cat's run away with the pudding-bag string.

Jack and Jill
Went up the hill
To get a pail of water.
Jack fell down
And broke his crown,
And Jill came tumbling after.

Jack Sprat could eat no fat;
His wife could eat no lean;
So, betwixt them both, you see,
They left the platter clean.

Ride a cock horse to Banbury Cross
To see an old woman ride on a brown horse.
With rings on her fingers and bells on her toes,
She shall have music wherever she goes.

As I was going to Saint Ives,
I met a man with seven wives.
Every wife had seven sacks;
Every sack had seven cats;
Every cat had seven kits.
Kits, cats, sacks, and wives,
How many were going to Saint Ives? [One.]

Bessy Bell and Mary Gray,
They were two bonny lasses;
They made their house upon the sea,
And covered it with rushes.

Bessy kept the garden gate,
And Mary kept the pantry.
Bessy always had to wait,
And Mary lived in plenty.

If I had as much money as I could spend,
I never would cry, "Old chairs to mend!
Old chairs to mend! Old chairs to mend!"
I never would cry, "Old chairs to mend!"

Ding-dong, bell; the cat's in the well.
Who put her in? Little Tommy Green.
Who got her out? Little Tommy Trout.

What a naughty boy was that,
To drown poor Pussy Cat,
Who never did any harm,
But kill'd the mice in his father's barn.

Tommy Trot, a man of law,
Sold his bed, and lay on straw—
Sold the straw, and lay on grass,
To get his wife a looking-glass.

What are little boys made of?

Hills and dales

And little dogs' tails,

And that's what little boys are made of.

What are little girls made of?

Sugar and spice

And everything nice,

And that's what little girls are made of.

This little pig went to market ;

This little pig stayed at home ;

This little pig got roast beef ;

This little pig got none ;

This little pig cried "Wee, wee," all the way home.

As I went by the garden gap,

Whom should I meet but Dick Red Cap—

A stick in his hand, a stone in his throat.

If you will tell me this riddle, I'll give you a groat.

[A cherry.]

Hickup, hickup, go away ;

Come again another day.

Hickup, hickup, when I bake

I will give to you a butter-cake.

Three wise men of Gotham
Went to sea in a bowl.
If the bowl had been stronger,
My song had been longer.

Tom, Tom, the piper's son,
Stole a pig, and away he run.
The pig was eat, and Tom was beat,
And Tom went roaring down the street.

Handy, spandy, Jack a dandy,
Loved plum-cake and sugar-candy.
He got some at a candy-shop,
And out he came with a hop, hop, hop.

I had a little hobby-horse,
And it was dapple-gray;
Its head was made of pea-straw;
Its tail was made of hay.

I sold it to an old woman
For a copper groat,
And I'll not sing my song again
Without a new coat.

Higgledy, piggledy, my black hen,
She lays eggs for gentlemen—
Sometimes nine, and sometimes ten;
Higgledy, piggledy, my black hen.

The north wind will blow,
And we will have snow,
And what will the robin do then ?
Poor thing !

He will sit in the barn,
And, to keep himself warm,
Will hide his head under his wing,
Poor thing !

Mary had a little lamb ;
Its fleece was white as snow ;
And everywhere that Mary went
The lamb was sure to go.

He followed her to school one day—
That was against the rule.
It made the children laugh and play
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,
And waited patiently about
Till Mary did appear.

“ What makes the lamb love Mary so ? ”
The eager children cry.
“ O, Mary loves the lamb, you know, ”
The teacher did reply.

The moon came too late to the twinkling sky
To see what the stars were about.
“Fair night,” said she, “is the family in?”
“O no! they are every one out.”

Polly, put the kettle on ;
Polly, put the kettle on ;
Polly, put the kettle on ;
And let's drink tea.

I saw a ship a-sailing—
A-sailing on the sea—
And oh! it was all loaded
With pretty things for thee.

There was candy in the cabin ;
There were apples in the hold ;
The sails were made of silk,
And the masts were made of gold.

Little Poll Parrot
Sat in the garret,
Eating toast and tea.
A little brown mouse
Jumped into the house
And stole it all away.

The girl on the hill that couldn't speak plain
Cried "Gobble, gobble, gobble."
The man on the hill that couldn't stand still
Went hobble, hobble, hobble.

Simple Simon went a-hunting
For to catch a hare.
He rode an ass about the streets,
But couldn't find one there.

He went to shoot a wild duck,
But wild duck flew away.
Said Simon, "I can't hit him,
Because he will not stay."

Simple Simon went a-fishing
For to catch a whale.
All the water he had got
Was in his mother's pail.

There was a pretty lad,
And he lived by himself,
And all the meat he got
He put upon a shelf.

The rats and the mice
Did lead him such a life
That he went to Ireland
To get himself a wife.

1. This pig went to the barn.
 2. This ate all the corn.
 3. This said he would tell.
 4. This said he wasn't well.
 5. This went "Week! week!" over the doorsill.
-

If all the seas were one great sea,
What a great sea that would be!
And if all the trees were one tree,
What a great tree that would be!

And if all the axes were one ax,
What a great ax that would be!
And if all the men were one man,
What a great man that would be!

And if the great man took the great ax,
And cut down the great tree,
And let it fall into the great sea,
What a splish-splash that would be!

"Let us go to the wood," said this pig.
"What to do there?" says this pig.
"To look for my mother," says this pig.
"What to do with her?" says that pig.
"Kiss her to death," says this pig.

To market, to market, to buy a fat pig;
Home again, home again, jiggety-jig.
To market, to market, to buy a fat hog;
Home again, home again, jiggety-jog.

Here we go round the bramble bush,
The bramble bush, the bramble bush;
Here we go round the bramble bush,
On a cold, frosty morning.

This is the way we wash our clothes,
Wash our clothes, wash our clothes;
This is the way we wash our clothes,
On a cold, frosty morning.

This is the way we clean our rooms,
Clean our rooms, clean our rooms;
This is the way we clean our rooms,
On a cold, frosty morning.

Barber, barber, shave a pig.
How many hairs will make a wig?
Five-and-twenty—that's enough.
Give the poor barber a pinch of snuff.

Curly Locks, Curly Locks, wilt thou be mine?
Thou shalt not wash dishes, nor yet feed the swine.

Molly, my sister, and I fell out ;
And what do you think it was all about ?
She loved coffee and I loved tea,
And that was why we couldn't agree.

Hey ! diddle-diddle,
The cat and the fiddle ;
The cow jumped over the moon ;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Pick-a-pack, pick-a-pack ;
Sister, get upon my back ;
Clasp your arms about me close,
While I hold your little toes.

Six little snails
Lived in a tree.
Johnny threw a big stone—
Down came three.

There was an old woman
Lived under a hill ;
She put a mouse in a bag
And sent it to mail.

“Old woman, old woman, old woman,” said I,
“Whither, O whither, O whither, so high?”
“To sweep the cobwebs from the sky,
And I’ll be with you by-and-by.”

Old Betty Blue
Lost a holiday shoe.
What can Old Betty do?
Give her another
To match the other,
And then she may swagger in two.

Riddle-me, riddle-me, riddle-me-ree.
Perhaps you can tell what this riddle may be:
As deep as a house, as round as a cup,
And all the king’s horses can’t draw it up.
[A well.]

The little boy in the barn
Lay down on some hay;
The owl came out and flew about,
And the little boy ran away.

Little Tom Tucker, sing for your supper.
What shall he sing for? White bread and butter.
How shall he cut it without any knife?
How shall he marry without any wife?

Johnny shall have a new bonnet,
And Johnny shall go to the fair;
And Johnny shall have a new ribbon
To tie up his bonny brown hair.

And why may not I love Johnny?
And why may not Johnny love me?
And why may not I love Johnny
As well as another body?

And here's a leg for a stocking,
And here is a kiss for a shoe;
And he has a kiss for his daddy,
And two for his mammy, I trow.

Is John Smith within?
Yes; that he is.
Can he set a shoe?
Yes, marry, two.
Here a nail, and there a nail—
Tick, tack, too.

There was an old woman in Surry
Who was, morn, noon and night, in a hurry,
Called her husband a fool,
Drove her children to school—
This little old woman in Surry.

Little Boy Blue, come blow your horn ;
The sheep's in the meadow, the cow's in the corn.
Where's the little boy that looks after the sheep ?
He's under the haycock, fast asleep.
Will you wake him ? No ; not I,
For if I do, he'll be sure to cry.

Once I saw a little bird
Come hop, hop, hop ;
So I cried, " Little bird,
Will you stop, stop, stop ? "

And was going to the window
To say " How do you do ? "
But he shook his little tail
And far away he flew.

O, look at the moon ;
She is thinking up there.
O mother, she looks
Like a lamp in the air.

Last week she was smaller,
And just like a bow,
But now she is bigger,
And round as an O.

I had a little husband,
No bigger than my thumb ;
I put him in a pint-pot
And there I bid him drum.

Clap hands, clap hands,
O Tommy Randy,
Did you see my good man ?
They call him Cock-a-Bandy.

Pease pudding hot,
Pease pudding cold,
Pease pudding in the pot
Nine days old.

Some like it hot ;
Some like it cold ;
Some like it in the pot
Nine days old.

And since Master Jelf
Was put on the shelf
Because he would not spell pie,
Let him stand there, so grim,
And no more about him,
For I wish him a very good-bye.



IN THE LAND OF THE SKY.

FABLES.

THE FOOLISH DOG.

A man had a dog so bad that he tied to his neck a chain with a block at the end. The dog was so proud of his block that he would turn up his nose at all the dogs he met. One day a smart old dog said to him: "If you had sense enough to know why your master tied that block on you, you would hang your head in shame."

THE DEER'S HORNS AND LEGS.

A deer went to a lake to drink. When he saw his likeness in the clear water, he said, "What splendid horns I have! How proud I am of them! But my poor little slim legs! I am ashamed of them!" Just then he heard the cry of hunters and hounds. In a flash he was away. His little thin legs took him on from the men and the hounds so fast that he began to feel safe. But his great horns got caught in some branches. Before he could get loose, the hounds were on him. "Poor fool!" said he; "my slim legs would have saved my life but for my clumsy horns."

THE WOLF AND THE LAMB.

A hungry wolf one day came to a creek where a little lamb was drinking. The wolf made up his mind to kill and eat the lamb, but first tried to give a good excuse. He said, "I am going to kill you because you said mean things about me last year." The lamb said, "Oh no! Last year I had not been born." "Well," said the wolf, "it was your brother, and one of the name's as good as the same." "I never had a brother," said the lamb. "But you are insulting me now, for you are standing in the water I am trying to drink, and muddying it." "No, I am not," said the lamb, "for you see that I am below you." Then the wolf got very mad, and said, "Stop your foolish excuses." He then jumped on the poor lamb, took him away, and ate him up.

THE GREEDY DOG.

A dog once stole a large piece of meat, and started home with it. On his way he had to cross a creek. When he was about the middle of the log, he looked down and saw in the water his likeness and that of the meat. He thought he saw another dog with a larger piece of meat. He made a grab for this meat too, and so lost what he had.

THE FOX AND THE CRANE.

A fox one day asked a crane to dinner. The only thing he set on the table was a large flat dish, full of soup. The crane could get only a few drops, but the fox could lap up the soup with his tongue.

A few days after, the crane asked the fox to dinner. The only thing he set on the table was a very tall vessel with meat in it. The fox could get only what ran down the sides as the crane helped himself easily with his long bill.

The fox laughed, and said that the crane had served him just right.

THE WICKED DOG.

A man once had a dog he trusted so much that he let him take care of his sheep. When the master was out of sight, the dog would hurt the sheep. He killed two or three of them. At last the master caught him, and got a rope to hang him. The dog began to whine. "Do not hang me," said the dog, "hang the wolf, for he has killed ten times as many of your sheep as I have." But the master said, "Yes, I will hang you. You are ten times meaner than the wolf, for you did me harm when I trusted you."

THE WOLF, THE FOX, AND THE APE.

A wolf once said that a fox had stolen some meat which he had put away. The fox denied the charge. They agreed to let an ape try the case. After hearing from both of them, the ape said, "Master Wolf, I do not think that you lost any meat. Master Fox, I think that you stole the meat."

A fool cannot be a just judge.

THE ANT AND THE DOVE.

An ant went to a river to drink, and fell in. He would have been drowned but for a dove, who threw into the river a large leaf. The ant got upon this leaf, and rode to the bank.

A few days after, the ant saw a hunter aim at the dove with his gun. He bit the hunter's foot just as he was going to shoot. The man missed his aim, and the dove's life was saved.

THE RAT WITH A BELL.

An old house was full of rats. They got up the walls and ate the meat, though it was hung as high as the roof. They ate their way to the store-room, and got at the jam and sweets. They bit through the planks, and ran up and down the room. The cat could not get at them. They were too sharp and too well fed to come near traps, though now

and then one more foolish than the rest was caught. On one of these a bell was tied. He was then set free.

Full of joy, the rat ran to see his old playmates. They heard the bell go "tink, tink, tink." Then they ran away as fast as they could. Before he could reach them, they were all up and off—some this way, some that. Not a tail of them was to be seen.

He ran them from hole to hole, and from room to room, while he would stop now and then to laugh. And so he drove them from the house. "That's right," said he; "the less there are, the more for me," and he made the best meal of his life off the good things.

For two or three days he was very happy. He ate and ate, and was in high glee. At last he became sick of such a life, where he had no one to speak to, and would have been very glad to mix with the other rats once more.

But how was he to get rid of his bell? He gave a tug with his teeth, and wore the skin off his neck, but he could not get the bell off. He went from room to room, and tried to let some of his old playmates see him, but they were all gone from the house. At last, as he crept through the lonely house, sad and weak, he fell in the way of Pussy, and was caught at once and killed.

THE OWL.

When cats run home and light is come,
And dew is cold upon the ground,
And the far-off stream is dumb,
And the whirring sail goes round,
And the whirring sail goes round ;
Alone and warming his five wits,
The white owl in the belfry sits.

When merry milkmaids click the latch
And rarely smells the new-mown hay,
And the cock hath sung beneath the thatch
Twice or thrice his roundelay,
Twice or thrice his roundelay ;
Alone and warming his five wits,
The white owl in the belfry sits.

Tennyson.



APPENDIX.

KEY TO THE PRONUNCIATION OF DIFFICULT MONOSYLLABLES AND DIFFICULT DISSYLLABLES AND TRISYLLABLES.

again (ă-gĕn)	eight (āt)	I'm (īm)
against (ă-gĕnst)	else (ĕls)	into (ĭn-tô)
ah (â)	enough (ĕ-nŭf)	John (jŏn)
another (ă nŭth-ĕr)	everywhere	Johnny (jŏn-nĭ)
any (ĕn-nĭ)	(ĕv-ĕr-ĭ-hwĕr)	juice (jôs)
are (âr)	eye (ī)	key (kē)
aunt (ânt)	eyes (īz)	lady (lā-dĭ)
axe (ăks)	field (fĕld)	laugh (lâf)
baa (bâ or bā)	fierce (fĕrs)	laughed (lâft)
bath (bâth)	flew (flô)	ma'am (mām)
been (bĭn)	flood (flŭd)	many (mĕn-ĭ)
blood (blŭd)	floor (flôr)	marry (mār-rĭ)
blue (blô)	followed (fŏl-lôd)	Mary (Mā-rĭ)
broad (brăwd)	friend (frĕnd)	master (mās-tĕr)
bull (boŭl)	fruit (frôt)	master [title] (mās-tĕr)
bush (boŭsh)	full (foŭl)	masts (mâsts)
bye (bĭ)	garret (gār-rĕt)	meadow (mĕd-ō)
calf (kâf)	gentlemen	money (mŭn-ĭ)
calm (kâm)	(jĕn-tl-mĕn)	mother (mŭth-ĕr)
cant (kânt)	George (jŏrj)	mother's (mŭth-ĕrz)
cent (sĕnt)	going (gō-ĭng)	music (mŭ-zĭk)
chief (chĕf)	gone (gŏn)	niece (nĕs)
coffee (kŏf-fĭ)	grief (grĕf)	of (ŏv)
corn (kawrn)	ha (hâ)	often (ŏffn)
cough (kŏf)	half (hâf)	oh (ō)
covered (kŭv-ĕrd)	heart (hârt)	once (wŭns)
does (dŭz)	hey (hā)	one (wŭn)
door (dôr)	I (ī)	ones (wŭnz)
dozen (dŭzn)	I'll (ĭl)	other (ŭth-ĕr)



